DOCUMENT RESUME

ED 385 071 EC 304 104

AUTHOR Leach, Lynda Nash; Harmon, Adrienne Seccia
TITLE Annotated Bibliography on Secondary Special Education and Transitional Services. Volume 10 (and Integrated Master Index for Volumes 7-10).
INSTITUTION Illinois Univ., Champaign. Transition Research Inst.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 95
CONTRACT H158T00001
NOTE 208p.; For volumes 1-9, see ED 279 115, ED 291 168, ED 303 026, ED 318 166, ED 332 428, ED 342 195, ED 353 718, ED 366 125, and ED 375 590, respectively. For Master Index for volumes 1-6, see ED 342 196.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS *Disabilities; *Education Work Relationship; Federal Aid; Federal Programs; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS ERIC; Office of Special Educ Rehabilitative Services

ABSTRACT

This is the last volume of a 10-volume annotated bibliography documenting the literature in the field of secondary special education and transitional services. The 179 documents cited and abstracted include journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC (Educational Resources Information Center) documents, and research reports. Each citation provides enough bibliographic information to facilitate finding the item through local library services. An integrated master index of titles, authors, and descriptors for Volumes 7-10 is provided. Additional listings include a list of Transition Institute documents in ERIC and a list of products developed by Office of Special Education and Rehabilitation Services (OSERS) projects. (DB)

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Annotated Bibliography on Secondary Special Education and Transitional Services

Volume 10

(With Integrated Master Indexes for Volumes 7-10)

Lynda N. Leach
Adrienne S. Harmon

EC304104

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TRANSITION RESEARCH INSTITUTE AT ILLINOIS

Transition Research Institute Faculty
at the University of Illinois at Urbana-Champaign

Janis Chadsey-Rusch, Ph.D.
Associate Professor of Special Education

Thomas E. Grayson, Ph.D.
Visiting Assistant Professor of Special Education

Delwyn L. Harnisch, Ph.D.
Associate Professor of Educational Psychology

Laird W. Heal, Ph.D.
Professor of Special Education

Paula D. Kohler, Ph.D.
Visiting Assistant Professor of Special Education

Lynda G. Leach, M.S.
Information Specialist

Frank R. Rusch, Ph.D.
Professor of Special Education

John S. Trach, Ph.D., CRC
Assistant Professor of Special Education and Rehabilitation

The Transition Research Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (cooperative agreement number H158T-00001).

Project Officer: Michael J. Ward, Ph.D.

For more information on the Transition Research Institute at Illinois, please contact:

Dr. Frank R. Rusch, Director
College of Education
University of Illinois at Urbana-Champaign
113 Childrens Research Center
51 Gerty Drive
Champaign, Illinois 61820
(217) 333-2325

ANNOTATED BIBLIOGRAPHY ON SECONDARY SPECIAL EDUCATION AND TRANSITIONAL SERVICES

Volume 10

(and Integrated Master Index
for Volumes 7-10)

Lynda Nash Leach

and

Adrienne Seccia Harmon

Transition Research Institute at Illinois
University of Illinois at Urbana-Champaign

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PREFACE

This volume of the annotated bibliography is the tenth and last in the series of volumes documenting the literature in the field of secondary special education and transitional services. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports and products, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. The attempt is to be broad in scope. The uniqueness of this annual compilation comes from the documentation of model demonstration project state-of-the-art products in a database that numbers over 4,200 documents.

The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and, most important, soliciting reports and products from OSERS-funded projects. As in the past, this volume significantly reflects their contributions.

The organization of Volume 10 is similar to that of previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. Each document citation is intended to contain enough bibliographic information to facilitate finding the item through local library services. In the case of document abstracts, the authors' summary or the abstracters' words are used. When not applicable, a brief abstract is provided by the compilers of this bibliography. A "Guide to Entries and Indexes" has been included to help users identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number. To connect with projects about their products, contact the Transition Research Institute for the current phone number and address. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents that have been entered into the ERIC data base and are accessible on microfiche by ED number.

In addition to the usual features of this bibliographic series, Volume 10 also includes an integrated Master Index for Volumes 7-10 for titles, descriptors, and authors. Entries in each integrated index have two parts: (a) a number in parenthesis to indicate in which volume the entry appears, followed by (b) the entry number(s) for within-volume reference. Volume 10 entries are shown in bold print to distinguish them from earlier volume entries. The OSERS Project Products Listing contains entries for Volume 10 only.

We would like to thank all of the OSERS model transition project staff for responding to our information requests, by sharing their products and materials with others in the fields of secondary special education and transitional services who are concerned with improving the lives of individuals with disabilities.

Frank R. Rusch, Ph.D.
Director

GUIDE TO ENTRIES AND INDEXES

Entries

Entry Number _____ 32.

Author _____ Moon, Sherril; Goodall, Patricia; Barcus, Michael; & Brooke, Valerie (Eds.) (1985).

Date _____|

Title/journal/publisher _____ The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University.

See Note below for detail .....(Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job placement / vocational evaluation / job coach / follow-up studies / Virginia / transition models

Annotation _____ This manual has been developed for persons who are directly involved in the placement and training of citizens with mental retardation into community-based competitive jobs. The process which is described and the corresponding forms which are included are based on the work in this area done over the past six years at Virginia Commonwealth University through Project Employability and now the Rehabilitation Research and Training Center....

NOTE: In the Appendixes, see the Project Products Listing for other material received by OSERS Projects and the OSERS Project File Listing for contacting project.

Indexes

Author/Descriptor/Title _____Absenteeism - 245
Accommodation - 19, 124, 256, 270,
Entry Number_____282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON SECONDARY SPECIAL EDUCATION AND TRANSITIONAL SERVICES

1.
ARC (Association for Retarded Citizens of Dallas) (n.d.).

Project COED: Career Opportunities Through Education for Persons with Disabilities. Dallas, TX: Author. (Comp. No. 84.078C - OSERS File No. 303)

curriculum / Project COED / Texas

This curriculum was developed by Project COED to train, or retrain, individuals with mental retardation for specific entry level jobs. The training situation is designed to provide an environment which is as similar to the actual work environment as possible in order that a transfer of skills may take place. The realistic aspect of the training will be provided through trips to actual job sites where the work environment will stimulate the senses of the observer. Successful completion of the course should result in realistic job matches during the internship period. The evaluation of student progress will be important in determining success in job placement and job retention. Evaluation of student progress will be based on course standards and not based on progress of other students.

2.
Leach, Lynda Nash; & Harmon, Adrienne Seccia (1994).

Annotated bibliography on secondary special education and transitional services (Vol. 9). Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign

literature reviews / transition planning / model programs

Volume 9 of the Annotated Bibliography on Secondary Special Education and Transitional Services (formerly called, Annotated Bibliography on Transition from School to Work) continues the review of the literature on evaluation methodology, the efficacy of secondary and transition services, and related topics begun in Volume 1 and continued in Volumes 2-8. Coverage is not comprehensive, but representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 8 does not duplicate the earlier volumes; therefore, using all volumes provides a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 9 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals in all disciplines involved in transition.

3.
Sontag, Joanne Curry; & Schacht, Robert (1994).

An ethnic comparison of parent participation and information needs in early intervention. Exceptional Children, 60(5), 422-433.

parent involvement / cultural diversity

This study investigated ethnic differences in (a) parent perceptions of their information needs and their sources of information, and (b) the nature of parent participation in early intervention and participation preferences. Interviews were conducted with 536 families with infants and toddlers who had developmental problems. Comparative analyses were conducted on white, Hispanic, and American Indian groups. Results suggested the need to provide more and better information to all parents and the importance of medical doctors as a source of information, individualizing the type and source of information to different ethnic groups, and identifying unique strategies to support the participation of parents from different ethnic groups.

4.
National Transition Network, Institute on Community Integration, University of Minnesota; & The Study Group (Germantown, Maryland) (1994).

Meeting the needs of youth with disabilities: Handbook for implementing community-based vocational education programs according to the Fair Labor Standards Act. Minneapolis: National Transition Network.

Fair Labor Standards Act / community-based training / vocational education

This handbook provides guidance to schools operating community-based vocational education (CBVE) programs, and encourages the adoption of CBVE programs by schools not presently using this approach. By following the guidelines and examples contained in the handbook, schools can proceed with confidence to operate effective CBVE programs consistent with the Fair Labor Standards Act.

5.
Matuszak, Trish; Langel, Patty; Goldberg, Marge; & Goldberg, Paula (1992).

Begin the between: Planning for the transition from high school to adult life. Minneapolis: PACER Center. (Comp. No. 84.158S - OSERS File No. 229)

transition planning / parent involvement

This guide gives youths with disabilities and their families an overview of some of the major elements of the transition planning process. It introduces families to the adult system that will provide supports and services after high school. Each chapter enables families to

be proactive in the planning process. They are encouraged to use this workbook to formulate strategies, record issues, and document their progress.

6.
Brustein, Michael; & Mahler, Marty (1994).

The School-To-Work Opportunities Act: Overview. Alexandria, VA: American Vocational Association.

School-To-Work Opportunities Act of 1994 / program development

This document provides a concise synopsis of the school-to-work legislation to enable the reader to have a head start on meeting the necessary requirements for implementing a school-to-work program.

7.
Nagler, Mark (Ed.) (1993).

Perspectives on disability (2nd Ed.). Palo Alto, CA: Health Markets Research.

sociology of disability

This edited volume of seventy-two articles is organized into ten major disability subject areas. It provides insight into the world of individuals with disabilities, their problems, and their struggles. Major subject areas include:
1. What it means to be disabled
2. Society and disability
3. The family and disability
4. Sexuality and disability
5. Medical and psychological issues and disability
6. Education, employment, social planning and disability
7. Legal and ethical issues and disability

8.
Murphy, Stephen T.; & Rogan, Patricia M.; with Marjorie Olney, Michelle Sures, Bryan Dague, and Nancy Kalina. (1994).

Developing natural supports in the workplace: A practitioner's guide. St. Augustine, FL: Training Resource Network, Inc.

natural supports / program development

This book is an effort to increase, develop, and refine the approach to vocational service provision for persons with severe disabilities. It is organized according to the typical components of the supported employment process: job development, job design/modification, job training, and ongoing supports. Within each section, various strategies are described and case examples are presented to illustrate the various strategies. The book also compares traditional supported employment practices and those associated with a natural supports orientation.

9.
Haynes, John; McMath, Cynthia; & Cedarholm, Dan (1993).

Executive summary and selected data highlights - April, 1993. California High School Youth with Disabilities: A three-year longitudinal study of post secondary outcomes in California. Ukiah, CA: Mendocino County Office of Education, A State of California Interagency Model for Transition Follow-Up and Program Effectiveness. (Comp. No. 84.158R - OSERS File No. 221)

California / outcomes of education / program evaluation

A State of California Interagency Follow-up, Program Effectiveness Project's goal has been to develop an interagency model for documenting the outcomes of students who leave school; to pilot and demonstrate that model in urban, suburban, and rural school districts across California; to collect follow-along, follow-up student outcome data on 2500 special education and general education youth; to analyze that data identifying the key family, student, school program, and support variables that positively impact youth's successful transition to adult life; to develop strategies for using that data to improve programs and services for youth; and to disseminate the model. This document highlights the objectives/major activities, accomplishments, participating agencies, selecting findings, recommendations, and data highlights.

10.
Medgyesi, Vitoria (1992).

No more B.S.!: A realistic survival guide for disability rights activists (and companion guide: No more B.S.!: A realistic survival guide for direct service providers). Clarkston, WA: People First of Washington.

self-advocacy / program development

A self-advocacy guide for persons with disabilities by activists who have disabilities. A companion guide for direct service providers is included.

11.
Walker, Sylvia; Belgrave, Faye Z.; Nicholls, Robert W.; & Turner, Kimberley A. (Eds.) (1991).

Future frontiers in the employment of minority persons with disabilities (Proceedings of the 1990 National Conference, March 28-30, 1990). Washington, DC; Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity.

minorities / vocational rehabilitation / program development

This conference addressed some of the employment issues and problems relevant to minority persons with disabilities in the United States. Among the topics discussed were: increased rehabilitative services, better educational opportunities, forming partnerships and linkages, leadership development, and mentoring.

12.
Fabian, Ellen S.; Luecking, Richard G.; & Tilson, George P., Jr. (1994).

A working relationship: The job development specialist's guide to successful partnerships with business. Baltimore: Paul H. Brookes Publishing Co.

employer involvement / job placement

This book on job development is based on the application of the following principles in the development of successful business relationships:
1. Actively addressing employer concerns about persons with disabilities while, at the same time, encouraging others to recognize the abilities of people with disabilities;
2. Refocusing on job development and placement as the most important activity within organizations representing jobseekers with disabilities;
3. Recognizing the role that job placement and other employment services have in building community;
4. Operating proactively in the business world; and
5. Job placement professionals must examine from the inside-out their perceptions regarding commitment to delivering quality services.

13.
COSMOS Corporation (1994).

The national agenda for achieving better results for children and youth with disabilities. Washington, DC: COSMOS Corporation.

outcomes of education / policy analysis / program development

This report documents the results of a forum facilitated by the U.S. Department of Education to develop a national agenda for achieving better results for children and youths with disabilities. Forum participants included representatives from the major disability advocacy groups, direct service providers, families, related services personnel, researchers, teacher trainers, teachers, and administrators. This report is in three sections:

Section I articulates the need for a national agenda for achieving better results for children and youths with disabilities.

Section II contains the mission, guiding principles, rights, commitments, and vision.

Section III describes the issues, barriers, urgencies, and strategic activities developed by the forum participants.

14.
Chesapeake Institute (1994).

National agenda for achieving better results for children and youth with serious emotional disturbance. Washington, DC: Chesapeake Institute/U.S. Department of Education, OSERS/OSEP.

serious emotional disturbance / program development

This report outlines and discusses the strategic targets identified by the Office of Special Education Programs of the U.S. Department of Education for addressing the needs of children with serious emotional disturbance:

1. Expand positive learning opportunities and results
2. Strengthen school and community capacity
3. Value and address diversity
4. Collaborate with families
5. Promote appropriate assessment
6. Provide ongoing skill development and support
7. Create comprehensive and collaborative systems

15.
Disability Resource Centre (1993).

Teaching students with disabilities: Guidebook (2nd Ed.). Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

Canada / curriculum and instruction / accommodations

This guidebook sums up many of the instructional strategies and accommodations for students with disabilities that are already being implemented by professors and instructors at the University of British Columbia. The Disability Resource Centre has compiled them as a reference so that the common body of information in this area can be shared and advanced.

16.
U.S. Department of Education, Office of Special Education and Rehabilitation Services, Division of Innovation and Development, Office of Special Education Programs. (1993).

Fifteenth annual report to Congress on the implementation of The Individuals with Disabilities Education Act. Washington, DC: U.S. Government Printing Office.

Individuals with Disabilities Education Act (IDEA) / program evaluation / data analysis / special education

This is the fifteenth annual report prepared to provide Congress with a status report on the nation's progress in providing a free appropriate public education for all children with disabilities. The report is divided into four chapters.

Chapter 1 provides national statistics on the numbers of children who received special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the number of personnel employed and needed to provide special education services under IDEA and Chapter 1 of the Elementary and Secondary Education Act (ESEA).

Chapter 2 discusses early childhood programs for children with disabilities.

Independence of out-of-school youth with disabilities is the subject of Chapter 3. The chapter is based on the congressionally mandated study, the National Longitudinal Transition Study, being conducted for OSEP by SRI International.

Chapter 4 describes the efforts of the Federal government to assist states and localities in implementing special education and related services, with particular attention to the role of the Department of Education's Office of Special Education Programs (OSEP) during FY 1992 and OSEP's recent efforts to design and improve program planning for the discretionary programs funded by IDEA.

17.
McGaughey, Martha J.; Kiernan, William E.; McNally, Lorraine C.; & Gilmore, Dana S. (1993).

National perspectives on integrated employment: State MR/DD agency trends. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP, Children's Hospital.

policy analysis / sheltered employment / community integration

This report documents day and employment services provided by state MR/DD agencies for FY 1990 and makes comparisons with services provided during FY 1988 services. One of the most significant findings of this study is the fact that a larger percentage of individuals working in integrated settings was not accompanied by a decrease in the number served in sheltered employment or day programs. State agencies appear to be moving new participants into integrated settings as well as prioritizing these services for individuals on

waiting lists, but they have a long way to go before the day and employment service system is tipped substantially in favor of integrated, as opposed to segregated, services.

18.
Kiernan, William E..; Schalock, Robert L.; Butterworth, John; & Sailor, Wayne (1993).

Enhancing the use of natural supports for people with severe disabilities. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP, Children's Hospital.

natural supports / human services / program development

Natural supports offer many new challenges and opportunities for those providing services to persons with disabilities. The more important challenges include the need for those in human services to identify support networks in community settings; to develop strategies to assist persons with disabilities in accessing those supports; and to develop approaches to both encourage the use and monitor the outcomes associated with natural supports. The purpose of this report is to assist others in maximizing these challenges and opportunities by reviewing the development of natural supports; proposing a 5-step supports-outcomes design; examining the implications of using natural supports; and finally reviewing how natural supports are used in four different countries.

19.
Schalock, Robert L.; McGaughey, Martha J.; & Kiernan, William E. (1993).

Vocational rehabilitation outcomes: National perspectives from 1985 and 1988. Boston: Training and Research Institute for People with Disabilities in conjunction with The Developmental Evaluation Center/UAP, Children's Hospital.

vocational rehabilitation / follow-up studies

This analysis is part of an ongoing study to evaluate employment outcomes for persons with mental retardation and other developmental disabilities. The present study involved conducting secondary analyses of the 1985 and 1988 Rehabilitation Services Administration (RSA) data tapes in order to document further trends in vocational rehabilitation services and outcomes for persons with mental retardation and other developmental disabilities.

20.
Ziegler, Martha (1992, Summer).

Parent advocacy and children with disabilities: A history. OSERS News in Print, 4-6.

parent involvement / policy analysis

This article discusses the changes that have occurred in parent advocacy for their children with disabilities over the past 25 years. The enactment of federal and state special education laws have enabled parents to view their children with disabilities as equals and as equally deserving with other children who do not have disabilities.

21.
O'Connor, Susan (1992, Summer).

Supporting families: What they want versus what they get. OSERS News in Print, 7-11.

parent involvement / needs assessment

This article attempts to understand the meaning of family supports to four families of different racial, cultural, and socio-economic backgrounds. Though each is very different in make-up and life experiences, this article compares what each family defined as its needs with the kinds of services that were offered.

22.
Ferguson, Philip M.; Ferguson, Dianne L.; Jeanchild, Lysa; Olson, Deborah; & Lucyshyn, Joseph. (1992, Summer).

Angles of influence: Relationships among families, professionals, and adults with severe disabilities. OSERS News in Print, 20-24.

family involvement / human services / Supported Families Research Project

Families of adults with disabilities and the professionals involved in providing formal support to them will always have substantial and ongoing relationships with each other. As a field, however, adult service professionals do not have an adequate understanding of how members of these two groups (i.e., family members and professionals) view their current interactions with each other. That basic understanding seems essential before one can begin to define and support more appropriate involvement of professionals in the lives of these families as part of the formal support system. The Supported Families Research Project (SFRP) at the University of Oregon is trying to expand that basic understanding. This report focuses on the development of a grounded theoretical interpretation of how professionals and families of adults with severe disabilities perceive their relationships to each other. More specifically, this report concerns relational outcomes in terms of patterns of influence.

23.
Smith, Patty McGill (1992, Summer).

Parents: The critical team members. OSERS News in Print, 34-36.

National Parent Network on Disabilities (NPND)

The National Parent Network on Disabilities (NPND) was founded on the principle of "parent and family involvement." This article documents the activities of the NPND since its founding in 1987. Its central mission is to represent the interests of parents of children with disabilities with one voice.

24.
Benjamin, Marva P. (1992, Summer).

Serving minority children who are severely emotionally disturbed and their families: The need for culturally competent systems of care. OSERS New in Print, 37-39.

severe emotional disturbance (SED) / minorities / Culturally Competent System of Care Approach to Service Delivery

This article describes the Culturally Competent System of Care Approach to Service Delivery. This approach (1) values diversity, (2) has the capacity for cultural self-assessment, (3) has institutionalized cultural knowledge, (4) is conscious of the dynamics inherent when cultures interact, and (5) has developed adaptations to diversity. Specifically, the article focuses on the CASSP (Child and Adolescent Service System Program) Minority Initiative, whose major goal is to improve systems for service delivery to children and adolescents with, or at risk for, severe mental and emotional disorders and their families.

25.
First, Patricia F.; & Curcio, Joan L. (1993).

Implementing the disabilities acts: Implications for educators (Fastback #360). Bloomington, IN: Phi Delta Kappan Educational Foundation.

Individuals with Disabilities Education Act (IDEA) / Americans with Disabilities Act (ADA) / vocational rehabilitation / program implementation

This fastback presents information that will help educators to implement the newest laws intended to extend full societal participation to individuals with disabilities. These laws are the Individuals with Disabilities Education of 1990 (IDEA) and the Americans with Disabilities Act of 1990 (ADA). Also discussed briefly is the Rehabilitation Act of 1973.

26.
Amsden, F. Skip (1994).

Eastern Washington University - Career Placement Opportunities for Students with Disabilities [final report]. Cheney, WA: Eastern Washington University, Office of Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 302)

final reports / Washington / career placement / postsecondary education

The Career Opportunities for Students with Disabilities grant was a three-year demonstration grant awarded to Eastern Washington University, a four year public university in northeastern Washington. The major goal of the career opportunities for students with disabilities grant was to place students with disabilities at the same percentage and at a comparable wage as non-disabled students; to provide training to staff and faculty concerning equal access to education and services; to develop working relationships with area agencies that serve persons with disabilities and local employers; and to establish a model to serve students with disabilities that would be sustainable at the end of the three year period. The overall goals of the project were met.

27.
Eastern Washington University (n.d.).

Higher education and the ADA: Overview for staff [Videocassette]. Cheney, WA: Author. (Comp. No. 84.078C - OSERS File No. 302)

video production / Eastern Washington University Career Opportunities for Students with Disabilities Project / Americans with Disabilities Act (ADA) / postsecondary education

This 9-minute video presents an overview of the ADA for staff at Eastern Washington University.

28.
Eastern Washington University (n.d.).

Higher education and the ADA: Overview for faculty [Videocassette]. Cheney, WA: Author. (Comp. No. 84.078C - OSERS File No. 302)

video production / Eastern Washington University Career Opportunities for Students with Disabilities Project / Americans with Disabilities Act (ADA) / postsecondary education

This ten-minute video presents an overview of ADA for faculty at Eastern Washington University.

29.
Eastern Washington University (n.d.).

Higher Education and the ADA: Job Search Strategies for Students with Disabilities [Videocassette]. Cheney, WA: Author. (Comp. No. 84.078C - OSERS File No. 302)

video production / Eastern Washington University Career Opportunities for Students with Disabilities Project / Americans with Disabilities Act (ADA) / postsecondary education / job search skills

This 12-minute video presents job search strategies for students with disabilities at the university level.

30.
Horsman, Kelley (1994).

Job search strategies for students with disabilities: A nuts and bolts approach. Cheney, WA: Eastern Washington University. (Comp. No. 84.078C - OSERS File No. 302)

Americans with Disabilities (ADA) / employment / career development

This handbook presents a brief overview of the Americans with Disabilities Act and provides some strategies to help students with disabilities make career decisions and conduct an effective job search.

31.
Raver, Karen K.; & Smith, Deborah J. (n.d.).

Eastern Washington University faculty/staff handbook: A guide for disability services. Cheney, WA: Eastern Washington University, Disabled Student Services. (Comp. No. 84.078C - OSERS File No. 302)

postsecondary education / accommodations / faculty involvement

This faculty/staff handbook addresses the following issues:
1. Responsibilities of higher education related to legislative mandates
2. Reasonable accommodation procedures for academic programs, for non-academic or non-employment related activities, and for applicants and employees of Eastern Washington University
3. Examples of reasonable accommodations
4. Services and auxiliary aids
5. Evacuation procedures for persons with disabilities
6. Accommodations not required of the university
7. Internal grievance procedure

32.
Smith, Deborah J. (n.d.).

Student guide to Title I of the Americans with Disabilities Act. Cheney, WA: Eastern Washington University, Career Opportunities Program. (Comp. No. 84.078C - OSERS File No. 302)

Americans with Disabilities Act (ADA) / postsecondary education / Eastern Washington University Career Opportunities for Students with Disabilities Project

The purpose of this document is to provide students with disabilities with an overview of Title I of the Americans with Disabilities Act of 1990 (ADA).

33.
Harmon, Peg; Levy, Anne; Schira-Layton, Sharon; & Ravlin, Renae (n.d.).

Project Pride: A cross-cultural approach to empowerment of deaf and hard of hearing persons. Unpublished manuscript, Catholic Community Services of Southern Arizona, Community Outreach Program for the Deaf, Tucson, AZ. (Comp. No. 84.158K - OSERS File No. 308)

Project Pride / hearing impairments / self-determination / Arizona

Students who are deaf and use American Sign Language as their first or native language, and students who are from minority cultures, particularly Hispanic and American Indian, have cultural perspectives that are different from the educational context in which they function. This perspective must be accommodated when developing methods to identify and teach skills related to self-determination. This paper outlines Project Pride's assumptions, design, techniques, and methods.

34.
Harmon, Adrienne S.; Wallace, Ben F.; Grayson, Thomas E.; & Leach, Lynda N. (1994).

Compendium of transition model demonstration programs 1994. Champaign: Transition Research Institute at Illinois, University of Illinois at Urbana-Champaign.

model programs / directories / transition planning

This ninth volume in the series of annual compendia of OSERS transition project profiles (formerly entitled Compendium of Transition Model Programs and Compendium of Project Profiles) represents the current picture of transition as reflected by 99 active projects and 28 expiring projects. The information and descriptive data in this document were collected in part from the responses to OSERS-funded project characteristics questionnaires distributed to current and recently expired projects. Other project information was obtained

from original grant applications and previous years' profiles. The information in the individual competition profiles was gathered from the grant announcement packets for each competition.

35.
Hasazi, Susan Brody; Furney, Katharine Shepherd; & Carlson, Nancy ([1994]).

Enabling Futures Project: Utilizing family and community networks. Final report. Burlington, VT: University of Vermont. (Comp. No. 84.158S - OSERS File No. 260)

final reports / Vermont / family involvement / futures planning

The purpose of the Enabling Futures Project was to develop, implement and evaluate a model for utilizing family and community networks to assist students with disabilities and their families to plan and achieve a successful transition from school to adult life. The Enabling Futures model was based on the idea that planning for the future must be done in a way that (1) focuses on the dreams, strengths, and needs of individual students with disabilities and their families; (2) supports families in the planning process and in their efforts to learn about and use community resources, networks, and services, and (3) promotes self-advocacy skills and a sense of empowerment for students and family members. This final report provides an overview of the project, enumerates project accomplishments, and makes recommendations for the future. References, tables, and appendices are included.

36.
York Technical College ([1994]).

[Final report: Learning Enhanced Achievement Program (LEAP)]. Rock Hill, SC: Author. (Comp. No. 84.078C - OSERS File No. 250)

final reports / South Carolina / Project LEAP / learning disabilities / postsecondary education

The principal project objective was to support the postsecondary educational goals of adults with disabilities in need of additional training to acquire and maintain stable employment. Subordinate objectives were (1) to recruit, diagnose and serve adults with learning disabilities, (2) to provide counseling and other services to enhance likelihood of program completion and graduation; (3) to encourage job training and placement; (4) to establish/maintain cooperative networks with area employers; (5) to assist participating employers in hiring, accommodating, and retaining qualified employees with disabilities; (6) to provide regular follow-up activities; and (7) to establish an Advisory Council. It was anticipated that 300 individuals would be served by this project, but due to the overwhelming number of referrals to the program, 443 students with diagnosed learning disabilities were served. This final report briefly outlines project accomplishments.

37.
Lenker, James A. (1993).

Final report: Assistive Technology On Campus. Buffalo, NY: State University of New York-Buffalo. (Comp. No. 84.078C - OSERS File No. 255)

final reports / New York / ATOC project / assistive technology

The ATOC project's overall goal was to improve the overall quality of the postsecondary educational experience for students with disabilities. ATOC sought to achieve this goal by implementing program models at three levels:
1. Direct service to postsecondary students in the form of comprehensive assistive technology, recommendations and training;
2. Equipment recommendations and technical support to three participating postsecondary colleges for the purpose of improving their electronic accessibility to students with disability;
3. Community education programs targeting those who influence the postsecondary success of students with disability.

This final report documents project structure, project results, dissemination, replication of the ATOC Model, impact, and continuation activities. Appendices are included.

38.
Center for Community (1993).

Family Networking & Community Connections Project: Final report. Vashon, WA: Author. (Comp. No. 84.158S - OSERS File No. 276)

final reports / Washington / family involvement

The Community Connections Project was intended to build on the existing transition planning process for high school students who were eligible for special education services from the Educational Service District (ESD) #121, located in Assaquah, Washington. The Project included three components: (1) to identify through the transition planning process the supports and services the students and families were interested in; (2) to work with the student and family to learn how to identify formal and informal supports while the student was in high school and after graduation; and (3) to access and use the supports and services. The Project utilized innovative strategies to assist students and families in planning, accessing services and supports at school, for jobs, living situations, creating new relationships, and contributing to the community. This final report includes an executive summary of project accomplishments, the Community Connections Guide, a report on project outcomes, and attachments.

39.
Ettinger, Judith (1994).

Final report: Enhancing Career Placement Services for Students with Disabilities in Community and Technical Colleges Madison, WI: University of Wisconsin-Madison, Center on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

final reports / Wisconsin / career placement / community colleges / postsecondary education

The original purpose of this project was to expand and improve career placement services in community and technical colleges for students with disabilities. The final report is organized by Tasks A-E as defined in the proposal. The project was completed as designed. As the project was completed, however, it was decided that the project would have a much greater impact if the focus were on improvement of career development services, not only placement services as stated in the original proposal. Inclusion of this concept led to more meaningful interactions with counselors and career development personnel than would have been possible if the project had just focused solely on placement services.
Task A - To convene and use a national steering committee (a) to review and evaluate the selection of pilot sites, documents, and survey instrument; and to attend various meetings for planning and review of project activities.
Task B - To conduct a national survey of career development programs that serve students with disabilities in community and technical colleges. The survey was designed to identify the types of services currently being used, the effectiveness of these services, and common barriers encountered in implementing such services. Another aim of the survey was to assess the employment status of graduates with disabilities.
Task C - To identify and study development and demonstration sites. A major component of this project was provision of technical assistance to four pilot sites (technical and community college campuses) so they could improve the career development services available for individuals with disabilities. Four sites were chosen that had the potential for collaborative relationships between career development staff and disability support service staff and whose administration was committed to the goals of the project.
Task D - Develop information products: a news release, two editions of a newsletter, three major publications, and a major article.
Task E - Conduct training and dissemination activities. A number of the products developed during Task D were disseminated as part of the work activities included under Task E.

40.
Albin, Joyce M.; & Rhodes, Larry (1993, May).

Changeover to community employment: The problem of realigning organizational culture, resources, and community roles. NIDRR, 91-113.

supported employment / program implementation / vocational rehabilitation

This paper focuses on the outcomes and processes of change of a number of organizations that serve individuals with severe mental retardation. The purpose of this paper is to review existing published reports of agency changeover to supported employment, to report the experiences and perspectives of a small sample of organizations that have been pursuing changeover, and to suggest recommendations for the future. In addition to published information, data from five organizations pursuing changeover and a summary of a telephone survey of those and three other organizations that have completed changeover are presented.

41.
Pumpian, Ian; & Fisher, Douglas (1993, May).

Job placement: The final frontier? NIDRR, 29-45.

supported employment / job placement / natural supports

This article takes a different perspective on job placement in supported employment. The authors suggest that supported employment programs and personnel must be restructured to expand beyond the overreliance on an agency job coach who places, trains, and monitors. A system for lifelong career and career change will require a more sophisticated set of supports and a wider number of support providers.

42.
Menchetti, Bruce M.; & Bombay, Holly E. (1994).

Facilitating community inclusion with vocational assessment portfolios. Assessment in Rehabilitation and Exceptionality, 1(3), 212-222.

vocational evaluation / community integration / assessment techniques

This paper describes a conceptually integrated vocational assessment model that provides a process for empowering individuals with disabilities, while, at the same time, facilitating their community inclusion. Integrating information from both traditional vocational assessment approaches and emerging person-centered models, a portfolio strategy guided by assumptions of individual choice, community presence, human relationships, and personalized supports has been designed for the purpose of discovering preferences, capacities, and support opportunities. The approach has been designed primarily for use with youths with disabilities who are approaching the transition from school to adult life in the community, but can be easily modified for adult vocational planning. This vocational assessment approach requires flexibility in existing policies and procedures and redefined roles and relationships for individuals with disabilities, their families, vocational evaluators,

psychologists, special educators, vocational educators, vocational rehabilitation professionals, employers, and other members of the community.

43.
Disability Resource Centre (1993).

Handbook for students with disabilities. Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

directories / Canada / postsecondary education

This handbook provides useful information to assist its users to quickly learn about various services on the University of British Columbia campus. Students with disabilities will save both time and energy finding out how and where to have their needs addressed.

44.
Warick, Ruth; & Canadian Hard of Hearing Association (1992).

Education issues for hard of hearing and late-deafened persons. Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

hearing impairments / Canada / policy analysis

This paper addresses the issue of accessibility to education for hard-of-hearing children, adolescents, and adults, as well as late-deafened persons, in Canada. The paper is designed to set policy directions for addressing the educational needs of this target group. In this respect, it serves as an overview covering a number of concerns. This document is divided into two sections. The first pertains to the formative years and covers preschool, elementary and secondary levels. The second section relates to the postsecondary level and adult education programs. In both sections, the paper discusses such issues as accessibility, support services, staff awareness and communications training, and summarizes issues for further action in these areas.

45.
McGill, Janice; Roberts, Sylvia; & Warick, Ruth (1994).

Post-secondary education & persons with disabilities: Canadian annotated bibliography. Vancouver, B.C.: University of British Columbia, Disability Resource Centre.

Canada / literature reviews / postsecondary education

This annotated bibliography summarizes reports and research results undertaken in Canada on access to postsecondary education for persons with disabilities.

46.
Longhurst, Nancy Anne (1994).

The self-advocacy movement by people with developmental disabilities: A demographic study and directory of self-advocacy groups in the United States. Washington, DC: American Association on Mental Retardation

directories / self-advocacy / literature reviews

This book contains the results of a national demographic study of self-advocacy groups in the United States and a current directory of active self-advocacy groups organized on a state-by-state basis.

47.
Beard, John; Bull, Kay S.; & Montgomery, Diane (1991, March).

State directors of special education transition programs: State definitions, and real and ideal teacher competencies. Paper presented to the American Council on Rural Special Education, Nashville, TN, March 17-20, 1991. (ERIC Document Reproduction Service No. ED 342 543)

transition planning / program development / personnel preparation

This study surveys states' mandates, definitions, and components of transition programs that assist students with disabilities in successfully moving to the community environment. Among the 60 state-level directors of special education surveyed, 34 state and 4 territorial directors responded to the questionnaire comprised of eight questions, and nominated 230 exemplary transition programs for further study. Most respondents reported that at least half of their school districts had transition programs. When asked about rural districts specifically, more than half of the respondents reported that only 30 percent of rural districts had transition programs. The most identifiable components of a transition program included: (1) interagency cooperative planning, (2) community integration; (3) on-the-job training; (4) vocational rehabilitation counseling; and (5) parental involvement. Although the type of client varied, the educable mentally handicapped were the most likely clients in transition programs. Many desired competencies for special educators working in transition programs were not usually required. These desired competencies should be integrated into training programs. All students in special education classes need access to transition programs. Even when there are transition programs, teachers are not fully competent to conduct appropriate transition activities without further training. Tables presenting results of the survey are included. The appendix includes the questionnaire sent to the program directors of the nominated transition programs.

48.
Callahan, Michael; & Marc Gold & Associates (1993).

The seven phase sequence for balancing naturalness and individual employee needs. Gautier, MS: Marc Gold & Associates.

accommodations / natural supports / program development

Successful facilitation of employment for persons with disabilities requires a balancing act of two perspectives which are often at odds in community workplaces -- the general decisions made by employers regarding the support given to their employees and the specific needs of individuals workers. The inclusion of employers in the facilitation of supported employment has been labeled as "natural supports." This strategy, however, has created its own set of challenges and pitfalls for providers of supported employment services. The Seven Phase Sequence discussed in this paper represents a conceptual model to balance the natural capacity of community workplaces and the individual needs of employees.

49.
Council for Exceptional Children (1994).

Statistical profile of special education in the United States, 1994. Teaching Exceptional Children, 26(3 (Supplement)).

special education / demographics

This article provides a picture of the state of special education for students with disabilities: Who is being served, what does it take to serve them, and what are the outcomes of this effort.

50.
Hughes, Carolyn; Killian, Daniel J.; Hwang, Bogseon; Kim, Jinho; Fischer, Gregory M.; & Alcantara, Paulo R. (1993).

School to adult life: An analysis of student outcomes in applied research. Unpublished manuscript, Vanderbilt University, Tennessee.

outcomes of education / community integration / research synthesis

Postsecondary outcomes are reported as unfavorable for many students who are making the transition from school to adult life. In response, increased attention has focused on student outcomes, aided in part by the Individuals with Disabilities Education Act (IDEA) of 1990 which broadened the scope of transitional programming beyond employment to include areas such as independent living and community participation. It is not known, however, if efforts of interventionists are underway to influence this expanded array of

student outcomes. To generate a data base to determine if student outcomes articulated by IDEA are being addressed in the applied research, an analysis of empirical literature was conducted to identify student outcomes targeted by intervention-based studies and model program interventions. A unique feature of the analysis was that only studies that were conducted in integrated, community settings were included. Findings indicated that investigations have sought to influence employment-related outcomes, community participation, or self-determination. Program implications of findings are discussed and recommendations for future areas of research are provided.

51.
Van Reusen, Anthony K.; Deshler, Donald D.; & Schumaker, Jean B. (1989).

Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. Learning Disabilities, 1(2), 23-34.

learning disabilities / self-advocacy / individualized educational program (IEP)

This study investigated the effects of training adolescents with learning disabilities to use self-advocacy procedures during the Individualized Educational Program (IEP) conference. The study was conducted in an applied setting and involved 16 adolescents with learning disabilities. An IEP participation strategy was designed to enable students to: a) inventory their learning needs and interests, b) provide their inventoried information during a conference, c) ask appropriate questions during a conference, d) respond appropriately to questions during a conference, and e) verbally summarize their understanding of their IEP goals before the conclusion of the conference. Eight of the 16 students were randomly selected to serve as the treatment group and were individually taught to use the strategy. The remaining eight subjects served as the control group. A multiple-baseline across-individuals design and a posttest-only control group design permitted demonstration of the effectiveness of the strategy. Conditions of the study included baseline, treatment, post-training probes, and actual IEP conferences. Non-parametric analysis of the data concerning the type and quantity of verbal contributions made by the subjects revealed that both groups were capable of contributing information to the IEP conference, but the performance of the treatment subjects was significantly higher than the control subjects. The data further revealed that the IEP documents written for the eight treatment subjects reflected more goal statements made by the students than the documents written for the control subjects. The overall results of the study support the hypothesis that adolescents with learning disabilities can contribute important and relevant information to the IEP planning process. The effective involvement of adolescents with learning disabilities in planning their IEP goals has the potential for empowering these students to gain a perception of control and influence over their own learning and may contribute to a more powerful cumulative affect on their motivation for competent academic achievement and success in school.

52.
Wehman, Paul; & Kregel, John (1994).

Toward a national agenda for supported employment. Journal of Vocational Rehabilitation, 4(4), 231-242.

supported employment / vocational rehabilitation / program development / policy analysis

Community-based supported employment programs, as an alternative to traditional facility-based day programs, have changed the nature of vocational services for adults with mental retardation. Numerous demonstrations over the past two decades have unequivocally documented the employment potential of people with mental retardation. Despite these accomplishments, problems persist that may threaten the ultimate effectiveness of the program. In this article a national agenda for supported employment is delineated. Emphasis is placed on expanding the number of individuals in supported employment, promoting consumer choice, implementing the Americans with Disabilities Act, converting segregated day programs, and expanding the number of qualified personnel.

53.
Davis, Sharon (1994).

A status report to the nation on inclusion in employment of people with mental retardation. Journal of Vocational Rehabilitation, 4(4), 243-254.

community integration / supported employment

The Arc believes that the vast majority of people with mental retardation can be employed. With new knowledge and technology, even more people with mental retardation will be considered employable. In addition, with appropriate education, training, and support, these workers can be fully integrated into settings where they will receive equitable wages and benefits, including retirement programs for work performed. They will, therefore, contribute to their own independence and to the value of their community (The Arc, 1990).

54.
Rucker, Ronald E.; & Browder, Diane M. (1994).

Conversion from sheltered to integrated employment: Current practice and future directions. Journal of Vocational Rehabilitation, 4(4), 255-264.

conversion / supported employment / research synthesis

Current research on the conversion of segregated rehabilitation facilities to integrated job training is reviewed. These research data reveal that rehabilitation programs have primarily utilized supported employment as an "add on" to facility-based services. The data

also indicate that individuals receiving supported employment through rehabilitation programs are comparable to the overall population receiving these services. Although data on the benefits of the transition from sheltered to integrated employment for individuals with disabilities are sparse, those studies which exist suggest positive changes. Much more research is needed on the degree of implementation of supported employment in conversion and the variables that influence this implementation. Existing research also suggests that more attention be given to fostering organizational change and evaluating quality of life for participants in developing conversion program plans.

55.
West, Michael D.; Rayfield, R. G.; Clements, Carlyle; Unger, Darlene; & Thornton, Tracie (1994).

An illustration of positive behavioral support in the workplace for individuals with severe mental retardation. Journal of Vocational Rehabilitation, 4(4), 265-271.

behavior modification / supported employment

This article describes the use of positive behavioral support in the workplace for an individual with severe mental retardation and chronic job-threatening behaviors. Multiple interventions, including differential reinforcement, permanent prompts, and coworker support were used in an AB design for two unappealing behaviors, inappropriate nose wiping and loud snorting noises. Coworker and supervisor assessments of behavioral change were far more positive than the data indicate, likely because of the effect of renewed social contact on perceptions of the individual and his behaviors.

56.
Inge, Katherine J.; & Dymond, Stacy (1994).

Challenging behaviors in the workplace: Increasing a student's access to community-based vocational instruction. Journal of Vocational Rehabilitation, 4(4), 272-284.

behavior modification / community integration

Some students with severe disabilities have difficulty making the transition from school to employment because of interfering challenging behaviors. Teachers often are hesitant to involve them in community-based vocational instruction, fearing that employers will not be receptive to providing these students with job site experiences. The use of a changing criterion design and reinforcement to increase time on the work site may be one way to facilitate student participation while minimizing challenging behaviors. This article discusses the use of the single-subject design strategy to facilitate one student's ability to participate in community-based vocational instruction.

57.
Wolfe, Pamela S.; Boone, Rosalie S.; & Buggey, Tom (1994).

A review of business literature pertaining to the Americans with Disabilities Act: Who's talking to whom about what? Journal of Vocational Rehabilitation, 4(4), 285-295.

Americans with Disabilities Act (ADA) / business and industry / literature reviews

A content analysis of business literature to the Americans with Disabilities Act (ADA) was conducted. Using two CD ROM data bases, journal articles dating from November 1989 through October 1993 were accessed. The breadth of the search allowed for a look at the evolution of opinions and ideas presented in business journals from a speculative period before the law was enacted through a period in which compliance was the central issue. Articles were content analyzed to ascertain the following: (1) general information such as date, title, and author; (2) context of the ADA topic; (3) titles of the ADA discussed in the article (e.g., telecommunications, employment); (4) type of content (e.g., knowledge, application, or opinion); and (5) target audience of the journal. Results of the study indicated that business journals did address the ADA primarily as a main theme with regard to employment. Further, the majority of articles were knowledge based and targeted a variety of audiences. Virtually no articles were found that centered specifically on the ADA and individuals with mental retardation. Results of the study are discussed in reference to the implications for individuals with mental retardation and other disabilities.

58.
Griffin, Cary (1994).

Organizational natural supports: The role of leadership in facilitating inclusion. Journal of Vocational Rehabilitation, 4(4), 296-307.

natural supports / community integration / program development

The implementation of supported employment has focused on the skill requirements of front-line staff in relation to job development and on-site instructional technique. However, the commitment to community inclusion requires organizations to rethink their administrative structures and operations. Agencies must create open and reciprocal relationships with staff, as well as with typical community members and entities in order to facilitate the growth of natural supports for individuals with severe disabilities. Rehabilitation managers must take a leadership role in their agencies and in the larger community to move beyond the traditional service delivery resource limits of human service agencies.

59.
Michaels, Craig A. (Ed.) (1994).

Transition strategies for persons with learning disabilities. San Diego: Singular Publishing Group, Inc.

learning disabilities / curriculum / self-advocacy / postsecondary education / social skills

This text focuses on the transition from secondary education to employment, postsecondary education, independent living, social integration, and full participation in adult society for persons with learning disabilities. Strategies are presented for improving the transition outcomes of young adults with learning disabilities by: (a) building a revised set of basic skills into the secondary special education curriculum, (b) increasing the communication and cooperation among all stakeholders in the transition process, and (c) empowering young adults with learning disabilities to make choices in their lives by building self-advocacy and self-determination skills.

60.
Gerber, Paul J.; & Reiff, Henry B. (1991).

Speaking for themselves: Ethnographic interviews with adults with learning disabilities (International Academy for Research in Learning Disabilities, Monograph Series, Number 9). Ann Arbor: University of Michigan Press.

learning disabilities / case studies

This research monograph uses an ethnographic methodology to allow adults with learning disabilities to speak for themselves. Nine adults with learning disabilities were studied regarding all areas of their personal and working lives. The areas addressed (by design of the authors) were educational issues, vocational issues, social and emotional functioning, and adjustment to daily living.

61.
Gottesman, Ruth L. (1994).

The adult with learning disabilities: An overview. Learning Disabilities, 5(1), 1-14.

learning disabilities / research synthesis

This article focuses on the outcomes of childhood learning disabilities, adult symptomatology, and the educational and vocational status of adults with learning disabilities. The major conclusions are that learning disabilities are life-long disabilities and the childhood deficiencies in reading, language, memory, attention, visual perception, and

social-emotional adjustment do not disappear. These difficulties often affect the educational attainment, employment options, interpersonal relationships, and emotional well-being of adults with learning disabilities.

62.
Meltzer, Lynn; & Reid, D. Kim (1994).

New directions in the assessment of students with special needs: The shift toward a constructivist perspective. Journal of Special Education, 28(3), 338-355.

assessment techniques / special education

This article examines the influence of constructivism on models of assessment that are relevant for special education as well as general education. Discussion focuses on the diversity of assessment approaches that have been influenced by constructivist epistemology and the varying degrees to which different assessment systems incorporate constructivist principles. Selected assessment procedures are discussed, ranging from standardized systems to structured, informal assessment systems and unstructured assessment procedures that are reminiscent of Piaget's clinical method. Discussion focuses on new assessment procedures that incorporate selected features of a constructivist philosophy: (1) They are holistic, dynamic, and multidimensional in scope. (2) They account for the complex interactions among development and the curriculum. (3) They address metacognitive processes and strategic learning. (4) They are continuous with instruction. Assessment approaches that incorporate some or all of these characteristics have highlighted the problems associated with traditional methods of assessment, but the new approaches have raised new problems: practicality, cost-effectiveness, accountability, reliability, and validity.

63.
Inocenti, Mark S.; & White, Karl R. (1993).

Are more intensive early intervention programs more effective? A review of the literature. Exceptionality, 4(1), 31-50.

literature reviews / early intervention

Although people involved in the provision of early intervention services often assume that more intensive interventions result in better child outcomes than less intensive interventions, this assumption may be based more on cultural values rather than empirical evidence. In this article, the authors analyze the available evidence related to the question of whether more intensive interventions result in better outcomes. They considered three sources of evidence: (a) previous reviews of early intervention research, (b) a meta-analysis that included data on intervention intensity and outcomes, and (c) previously reported experimental studies that compared the effects of different levels of program intensity. Based on these combined sources, they suggest that there is little evidence at the present

time that more intensive programs lead to better outcomes for children with disabilities. Some, albeit quite limited, support exists that more intensive programs may be beneficial for disadvantaged children. They discuss issues related to obtaining a greater understanding of factors associated with intensity, the possibility of an intensity threshold for children with disabilities, areas that require greater emphasis in future research, and concerns regarding the construct of intensity.

64.
Greene, Gary; & Albright, Leonard (1994).

Transition services personnel preparation: A collaborative program. Career Development for Exceptional Individuals, 17(1), 91-103.

personnel preparation / California / transition specialists

This article describes the CSULB (California State University, Long Beach) Collaborative Transition Services Training Program. The purpose of this program is to recruit and train personnel from special education, vocational education, and adult services to become transition specialists. This article describes the (a) design and evolution of the program, (b) multiple procedures used over time to evaluate the quality of training provided to participants, (c) specific outcomes achieved by participants since completing the program, and (d) accomplishments and lessons learned from seven years of program implementation.

65.
Davis, Paula K.; & Chittum, Robert (1994).

A group-oriented contingency to increase leisure activities of adults with traumatic brain injury. Journal of Applied Behavior Analysis, 27(3), 553-554.

traumatic brain injury (TBI) / leisure and recreation

An interdependent group-oriented contingency and graphic feedback were used to increase the activity levels of residents of a group home for persons with traumatic brain injury. Results showed that the intervention was effective for four of the six subjects. Individual performances must be examined when implementing group contingencies because all subjects may not respond.

66.
Albin, Joyce M.; Rhodes, Larry; & Mank, David (1994).

Realigning organizational culture, resources, and community roles: Changeover to community employment. Journal of the Association for Persons with Severe Handicaps, 19(2), 105-115.

facility conversion / supported employment

Although adults with severe mental retardation were one of the primary target groups intended to benefit from supported employment when it first emerged, the vast majority continue to be served in segregated sheltered work or non-work settings. To change this picture, many have believed that resources currently invested in day activity and sheltered employment programs must be redirected to supported employment. Recent studies suggest, however, that most rehabilitation organizations are adding supported employment to their existing array of services, rather than pursuing total changeover from facility-based to community-based employment support. If these data reflect the national experience, the anticipated and necessary shift of resources from segregated to community employment services is not occurring. To supplement existing data, a telephone survey was conducted of eight rehabilitation organizations pursuing changeover. This paper provides information on the experience of these eight organizations related to their reinvestment and agency changeover to supported employment, and offers recommendations for the future.

67.
Ayres, Barbara J.; Meyer, Luanna H.; Erevelles, Nirmala; & Park-Lee, Seunghee (1994).

Easy for you to say: Teacher perspectives on implementing most promising practices. Journal of the Association for Persons with Severe Handicaps, 19(2), 84-93.

teacher attitudes / best practices

Difficulties in translating innovations that have been validated by researchers into practices that will be used by practitioners are widely acknowledged. Nevertheless, research on systems change is sparse and teachers are seldom asked for their perspectives on the implementation of innovations. Special education teachers (n=83) from five states in regions known for their efforts to develop quality educational programs for students with severe disabilities were surveyed for their knowledge and skills, the actual presence of quality indicators in their programs, and difficulties they experience in implementing various most promising practices. The results indicate that the self-reported ratings of the presence of the indicators is correlated with both teacher skill and degree of implementation difficulty. Analyses of teachers' comments to an open-ended question reveal common concerns regarding time constraints and administrative support as major obstacles to implementation. The results are discussed in the context of the nature of education as an applied science, the need for a research-to-practice literature on the implementation process for practitioners, and the need to acknowledge explicitly the support variables present in research on educational innovations that may be essential to implementation in practice.

68.
Billingsley, Felix F.; & Kelley, Bridget (1994).

An examination of the acceptability of instructional practices for students with severe disabilities in general education settings. Journal of the Association for Persons with Severe Handicaps, 19(2), 75-83.

severe disabilities / curriculum and instruction

This study investigated 51 instructional methods specifically targeted as best practices for the education of students with severe disabilities. A survey was mailed to 120 project directors, professors, administrators, and researchers who provided direct and/or indirect services to individuals with severe disabilities. A total of 53 surveys (44%) was returned and 51 were included in the final data analysis. Participants judged each method on familiarity, soundness, and appropriateness for implementation in general education settings. Findings indicated that all methods were judged both sound and appropriate by the majority of participants. Twelve methods, however, were considered inappropriate in academic settings by 20% or more of the respondents, whereas one method was considered inappropriate by at least 20% of participants in other regular education settings. Implications for practice, research, and preservice teacher preparation programs are discussed.

69.
Test, David W. (1994).

Supported employment and social validity. Journal of the Association for Persons with Severe Handicaps, 19(2), 116-129.

supported employment / Social Validity Matrix

Whereas considerable data exist demonstrating positive outcomes for people working as a result of supported employment, little attention has been paid to more qualitative measures of consumer satisfaction. Given the vast array of potential consumers of supported employment services, it seems imperative to determine consumer acceptability, or the social validity, of supported employment goals, procedures, and outcomes. The purpose of the present paper was to review a portion of the supported employment/social validity literature in relation to a proposed Social Validity Matrix and to suggest areas for future research. A review of 30 studies based on the matrix indicated future research is needed to (a) broaden the scope of supported employment social validity assessment, (b) investigate alternative strategies for assessing social validity, (c) develop systematic procedures for collecting and using social validity data, and (d) establish functional variables within supported employment.

70.
Lim, Levan H. F.; & Browder, Diane M. (1994).

Multicultural life skills assessment of individuals with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 19(2), 130-138.

assessment techniques / multicultural education / severe disabilities

Educators have become increasingly aware of the need for a multicultural perspective in assessing students with special needs. This article extends this discussion to life skills assessment for students with severe disabilities. The importance of culture and the purpose of multicultural education are reviewed with consideration given to the needs of students with severe disabilities. Guidelines are given to make a life skills assessment process more multicultural.

71.
Kearney, Christopher A. (1994).

Interrater reliability of the Motivation Assessment Scale: Another, closer look. Journal of the Association for Persons with Severe Handicaps, 19(2), 139-142.

Motivation Assessment Scale (MAS) / interrater reliability

Recent evidence indicates that the Motivation Assessment Scale (MAS), designed by Durand and Crimmins (1988) to measure influential maintaining variables of maladaptive behavior, is associated with inadequate interrater reliability. In this study, interrater reliability of the MAS was reinvestigated utilizing direct-care staff members familiar with persons with mental retardation. Problematic overt behaviors were evaluated in 42 adults in southern Nevada. MAS items were found to be reliable moderately but significantly across raters. Variables that affect reliability, including low or high behavior frequency, differential training procedures for raters, and setting selection should be considered closely by MAS administrators.

72.
Marder, Camille (1992).

Secondary school students classified as seriously emotionally disturbed: How are they being served? (Paper prepared for presentation at the American Educational Research Association annual meeting, San Francisco, April 1992). Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / secondary education / serious emotional disturbances (SED)

This paper examines what services are being received by students classified as seriously emotionally disturbed, school policies concerning their education, and the links between services, policies, and school performance. The data for the study population (N=782) were youth classified by their school districts as seriously emotionally disturbed, who constitute a subset of the National Longitudinal Transition Study (NLTS) sample.

73.
Thompson, Anne R.; & Dickey, Katherine Dooley (1994).

Self-perceived job search skills of college students with disabilities. Rehabilitation Counseling Bulletin, 37(4), 358-370.

job search skills / postsecondary education / Americans with Disabilities Act (ADA)

College students with disabilities from 16 universities in eight states responded to a survey of self-perceived job search skills. Results indicated that students with disabilities could not describe how the Americans With Disabilities Act protects them in their employment search. Additionally, they were not confident of their ability to disclose their disability to an employer. College students with disabilities had more work experience than was reported in previous studies of similar individuals. Four factors that positively influenced the self-perceptions of students with disabilities were (a) satisfied with college major, (b) knew what kind of job to look for upon graduation, (c) had paid work experience, and (d) had an acquired disability.

74.
Osborne, Allan G., Jr.; & DiMattia, Philip (1994).

The IDEA's least restrictive environment mandate: Legal implications. Exceptional Children, 61(1), 6-14.

Individuals with Disabilities Education Act (IDEA) / case law / least restrictive environment (LRE)

The Individuals with Disabilities Education Act (IDEA) states that students with disabilities are to be provided with a free appropriate public education in the least restrictive environment (LRE). During the early years of the IDEA, the courts generally deferred to school officials on LRE matters and ruled in favor of more restrictive placements. In some recent cases, however, courts have taken a more activist stance. These decisions may signal a new era in LRE case law. Nineteen years after the passage of P.L. 94-142, the courts may be growing impatient with school officials for not providing least restrictive environments for students with disabilities.

75.
Fuchs, Lynn S.; & Deno, Stanley L. (1994).

Must instructionally useful performance assessment be based in the curriculum?
Exceptional Children, 61(1), 15-24.

curriculum-based assessment (CBA) / literature reviews

The purpose of this article is to examine the importance of the most salient feature of a performance-assessment approach known as curriculum-based assessment: that testing material be drawn from the students' instructional curricula. First, the authors review the literature on (a) the match between tests and curricula and (b) comparisons of measurement validity and instructional utility when sampling student performance in and out of the instructional curriculum. Second, they discuss the potential advantages and disadvantages of sampling performance in the curriculum. After concluding that sampling from the curriculum is not essential, three critical features to ensure the instructional utility of measurement are discussed.

76.
Alcantara, Paulo R. (1994).

Effects of videotape instructional package on purchasing skills of children with autism.
Exceptional Children, 61(1), 40-55.

video instruction / curriculum and instruction / autism

This study evaluated the effects of a videotape instructional package (i.e., viewing videotapes, on-site prompting, and reinforcement) on the acquisition and generalization of children's grocery-purchasing skills in community settings. A multiple-baseline design across settings and within three children with autism was implemented to evaluate the training program. Acquisition of the skills taught was rapid and transferred to other settings. After training in two stores, all students increased their level of performance in the third store. Results show that the use of a videotape instructional package is an effective training tool to teach community survival skills.

77.
Alston, Reginald J.; McCowan, Carla J.; & Turner, William L. (1994).

Family functioning as a correlate of disability adjustment for African Americans.
Rehabilitation Counseling Bulletin, 37(4), 277-289.

vocational rehabilitation / minorities

Identification of cultural resources that facilitate adjustment to disability for minority clients is essential for effective rehabilitation. A family strengths model designed to delineate factors associated with psychosocial adjustment for African American clients is explored. Significant correlations were found between acceptance of disability and nature of family functioning for successful African American clients. Moreover, the African American family strengths contained in the model were found to be predictive of adjustment. Implications for rehabilitation practice and recommendations for research are provided.

78.
Hagner, David C.; & Helm, David T. (1994).

Qualitative methods in rehabilitation research. Rehabilitation Counseling Bulletin, 37(4), 290-303.

research and practice / vocational rehabilitation

Quantitative and qualitative research approaches each play a significant role in the development of knowledge, strategies, and public policy in the field of vocational rehabilitation. Qualitative methodologies in general, however, are less well understood than are quantitative methodologies, and qualitative research is sometimes viewed as more mysterious or less "scientific" than is quantitative research. The authors outline the major features of qualitative research methods and the rehabilitation research contexts for which these methods are particularly appropriate. Representative examples of qualitative rehabilitation research are presented. Strategies for handling threats to reliability and validity within the qualitative tradition and criteria for assessing the adequacy of a qualitative study are presented.

79.
Newman, Lynn; & Cameto, Renee (1993).

What makes a difference? Factors related to postsecondary school attendance for young people with disabilities. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / postsecondary education / retention

Those students who were in secondary school in 1987 during the first wave of NLTS data collection and were out of secondary school in 1990 when the second wave of NLTS data collection took place are the focus of this paper. In examining the relationship of high school and student background factors to postsecondary enrollment, the authors focus on two types of postsecondary education: enrollment in a vocational program (a postsecondary vocational school or vocationally oriented 2-year college program), and enrollment in an academic program (an academically oriented 2-year college program or a 4-year college/university). The paper begins with a description of postsecondary school enrollment,

and then continues with an examination of some of the factors that theory, research, and experience suggest relate to postsecondary attendance of youth with disabilities.

80.
Blackorby, Jose; Hancock, Gregory R.; & Siegel, Shepherd (1993).

Human capital and structural explanations of post-school success for youth with disabilities: A latent variable exploration of the National Longitudinal Transition Study. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / success / outcomes of education

This paper describes an exploration of the transition from school to young adulthood of youth with disabilities from the first wave of the National Longitudinal Transition Study (NLTS). The strengths of NLTS allowed the examination of two popular sociological perspectives to explain the postschool success of youth with disabilities: 1) human capital in the form of education and training; and 2) structural factors such as family and community background. Seven latent constructs -- Community Thrive, Family Thrive, School Thrive, School Programs, Academic Difficulty, Individual Aptitude, and Postschool Success -- were identified as generally representing either of the conceptual orientations, their combination, or postschool success and were reflected in a number of measured variables. Further, hypothesized relationships among these latent constructs might differ for youth in different disability categories. Results suggested that both structural and human capital constructs significantly related to Postschool Success. However, the relative importance of the two types of factors varied by disability. Implications for practice and further research are discussed.

81.
Wagner, Mary (Ed.) (1993).

The secondary school programs of students with disabilities: A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / secondary education / special education

This report considers several key topic areas involving secondary school programs for students with disabilities to help inform the debate regarding future changes in education policy and programs:

1. overall high school experience
2. academic course-taking
3. vocational preparation
4. placement
5. support services for students.

To address these topics, this report uses data from the National Longitudinal Transition Study of Special Education Students (NLTS), which was mandated by the U.S. Congress in 1983 in response to growing concerns about the outcomes of young people with disabilities.

82.
Marder, Camille; Wechsler, Marjorie; & Valdes, Kathryn (1993).

Services for youth with disabilities after secondary school: A special topic report from the National Longitudinal Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / human services / needs assessment

This report provides a picture of the adult service experiences of young people with disabilities in their first five years after leaving secondary school. It examines the patterns of service need and receipt in the first few years after secondary school of youth who were served by special education in secondary school in 1985-86 and left secondary school between 1985-86 and 1989-90. Although the services that youth may have needed and received can be quite varied, this report focuses on five broad categories of service: vocational assistance; life skills training or occupational therapy; help from a tutor, reader, or interpreter; personal counseling or therapy; and physical therapy or mobility training. The authors also examine supervised living arrangements and programs in activity centers.

83.
Javitz, Harold; & Wagner, Mary (1993).

Report on sample design, Wave 2 (1990): A report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / data analysis

This report documents the sample design of the second wave of the National Longitudinal Transition Study of Special Education Students (NLTS) and examines nonresponse bias.

84.
Marder, Camille; Habina, Katherine; & Prince, Nan (1992).

The National Longitudinal Transition Study of Special Education Students: Report on procedures for the second wave of data collection (1990). Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / data analysis

This report documents the collection of data and data processing procedures for Wave 2 (1990) of the NLTS and is intended to serve several purposes. First, knowing how data were collected and handled provides a context for various audiences to understand the nature and meaning of the findings the study generates. Also, documenting data collection experiences from a study as large and complex as the NLTS can provide useful guidance to other researchers who may be working in the transition arena now or in the future. In addition, establishing comparability of data items and collection procedures between state or local studies and the NLTS can strengthen the confidence in findings synthesized from the many studies of transition being conducted in special education research.

85.
Wagner, Mary; Blackorby, Jose; Cameto, Renee; Hebbeler, Kathleen; & Newman Lynn (1993).

The transition experiences of young people with disabilities: A summary of finding from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / transition planning / outcomes of education

This document summarizes key findings from the National Longitudinal Transition Study of Special Education Students (NLTS) on the experiences and outcomes of young people with disabilities nationally while they were in secondary school and in the early postschool years.

86.
Wagner, Mary; Blackorby, Jose; & Hebbeler, Kathleen (1993).

Beyond the report card: The multiple dimensions of secondary school performance of students with disabilities. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / secondary education / program evaluation

The findings from the NLTS that are presented in this report constitute the most comprehensive information currently available on the high school performance of students with disabilities in regular secondary schools. The report focuses on several important dimensions of secondary school performance and examines the interrelationships among them and their relationships to other individual, family, and school factors.

87.
Hebbeler, Kathleen (1993).

Traversing the mainstream: Regular education and students with disabilities in secondary school: A special topic report from the National Longitudinal Transition Study of Special Education Students. Menlo Park, CA: SRI International.

National Longitudinal Transition Study (NLTS) / regular education / special education

The purpose of this report is to document what has been learned through the National Longitudinal Transition of Special Education Students (NLTS) about regular education and secondary students with disabilities. This report summarizes what has been learned about the role of regular education in the school programs of high school students with disabilities and how regular education in secondary schools relates to outcomes for young adults with disabilities.

88.
Davern, Linda; Ford, Alison; Erwin, Edward; Schnorr, Roberta; & Rogan, Patricia (1993).

Working toward inclusive schools: Guidelines for developing a building-based process to create change. Syracuse, NY: Syracuse University, Special Education Programs, Inclusive Education Project.

inclusion / New York / program development

The Inclusive Education Project was a collaborative project between the Syracuse City School District and Syracuse University. The goal of the U.S. Department of Education-funded project was to create or further develop schools as communities in which all students, regardless of their learning, physical, or emotional characteristics, can attend and experience full membership.

Each year of the Inclusive Education Project, three schools convened working groups which engaged in a planning process to develop their vision of an inclusive school. These schools, like many others throughout the nation, were concerned about the separate status that students with special needs had within their buildings. This working group process was used to build consensus among the staff regarding the need for greater inclusion, as well as to determine which actions would lead toward the ultimate goal of building an inclusive school.

The guidelines in this report are a compilation of what the authors have learned in the use of this process.

89.
U.S. Department of Education, Office of Educational Research and improvement, Office of Research (1994).

School-to-work: What does research say about it? Washington: U.S. Department of Education.

research synthesis / School-To-Work Opportunities Act of 1994 / program development

As educators and policymakers plan who the School-to-Work Opportunities Act of 1993 will serve, the more they know about subgroups of students and how federal laws effect them, the easier they can design the programs. The papers in this guide were commissioned by the School-to-Work Transition Team in the Office of Educational Research and Improvement to answer the following questions:
1. What do the most recent data from the German apprenticeship program tell us?
2. If the original intent of the proposed U.S. legislation is to help the noncollege bound make the transition from school to work, what do we know about these young people?
3. Which current federal programs may affect this new legislation?
4. What relevant governance issues need to be examined?
5. Given what we know and where we need to be to create a system, is there already a working model in the United States?

90.
Allen, Thomas E.; Lam, Kay H.; Rawlings, Brenda W.; Rose, Debra E.; & Schildroth, Arthur N. (1994).

Young deaf adults and the transition from high school to postsecondary careers (Gallaudet Research Institute Occasional Paper 94-1). Washington, DC: Gallaudet University.

postsecondary education / deafness

This monograph reports on summary data from a series of surveys conducted between 1986-1991 concerning the transition of deaf youth from high school to their postsecondary careers.

91.
West, Michael D.; Kregel, John; & Revell, Grant (1994).

Supported employment (or what passes for it) in America: Comments on Beyond the Workshop. Journal of Vocational Rehabilitation, 4(4), 308-311.

supported employment / inclusion

Beyond the Workshop, a recently issued monograph by the Institute for Community Inclusion projects numbers of supported employment participants and provider agencies that far exceed those reported by national surveys of state systems by the Rehabilitation Research and Training Center on Supported Employment. This article discusses methodological and definitional issues regarding these discrepancies.

92.
Williams-Reeb, Renee; Janke, Wendall; & Bishop, Barbara (1993).

It's your choice: Planning for life after high school. A choice-making workbook for individuals with developmental disabilities. Lawrence, KS: Full Citizenship, Inc. (Comp. No. 84.158N - OSERS File No. 263)

transition planning

This workbook goes along with the video, "It's Your Choice: Planning for Life After High School" (next entry). Its purpose is to help the young person with disabilities start thinking about making decisions about life after high school. The six chapters cover making choices, where to live, how to get around, learning opportunities, where to work, and what to do for fun.

93.
Full Citizenship, Inc. (1993).

It's your choice: Planning for life after high school [Videocassette]. Lawrence, KS: Full Citizenship, Inc. (Comp. No. 84.158N - OSERS File No. 263)

video production / transition planning

This 14-minute video goes along with the workbook, "It's Your Choice: Planning for Life After High School" (previous entry). Its purpose is to help the young person with disabilities start thinking about making decisions about life after high school.

94.
Hoffmann, Frances L.; & Mastrianni, Xavior (1993).

The role of supported education in the inpatient treatment of young adults: A two-site comparison. Psychosocial Rehabilitation Journal, 17(1), 109-119.

supported education / psychiatric disabilities

Developmental issues, and their interaction with psychopathology, complicate the treatment of the young adult psychiatric patient. Supported education programs have

emerged as a viable treatment strategy tailored to the developmental and psychiatric needs of this population. The efficacy of supported education in the treatment of young adult psychiatric patients is investigated by comparing treatment outcomes of two inpatient settings, one a specialized inpatient supported education service, one a more traditional approach to the inpatient treatment of young adults. Results show that patients participating in the supported education service sustained stronger student identities, returned to college at higher rates, maintained higher academic aspirations, and reported greater ease in the transition to more normative settings following hospitalization.

95.
O'Neal, Linda; & DeBoer, Diane (1994).

Final report: Skills Necessary for Self-Determination, September 1, 1991 - June 30, 1994. Irvine, CA: Irvine Unified School District. (Comp. No. 84.158K - OSERS File No. 313)

final reports / self-determination / California

The purpose of this project was to identify the skills and characteristics necessary for self-determination, as well as the in-school and out-of-school school experiences that lead to the development of self determination through five components including: curriculum, mentoring, parent participation, collaboration, and evaluation.

96.
Irvine Unified School District (1994).

Transition: A handbook for parents, students, and advocates. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

transition planning / parent involvement / California

This guide is designed, through the Irvine Unified School District's Self-Determination Project, to aid in the understanding of the transition process and pertinent special education issues.

97.
Irvine Unified School District (1994).

Orange County resources: A directory. Irvine, CA: Author. (Comp. No. 84.158K - OSERS File No. 313)

directories / California

This directory is a non-inclusive listing of the agencies responsible for providing service to adults with disabilities in Orange County, California.

98.
Thompson, Anne R. (1994).

Final report: Career Development Project. Mississippi State: Mississippi State University, Department of Counselor Education and Educational Psychology. (Comp. No. 84.078C - OSERS File No. 306)

Mississippi / final reports / postsecondary education / Career Development Project

The overall goal of the Career Development Project was to enhance the transition of college students with disabilities from college to professional employment through the implementation of a career model. The model had three main objectives to accomplish this goal. The first objective was to promote career knowledge, career maturity, career decision making skills, and job search skills of college students with disabilities. The second objective was to increase the knowledge of college faculty, school personnel, career placement personnel, and vocational rehabilitation counselors about the career development and job search skills needs of college students with disabilities. The third objective was to develop informational and technical materials regarding career development for college students with disabilities to be disseminated throughout Mississippi and nationally.

99.
Satcher, Jamie; & Dooley-Dickey, Katherine (n.d.).

College students' guide to the Americans with Disabilities Act of 1990 (TitleI). Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

Americans with Disabilities Act of 1990 (ADA) / postsecondary education

The purpose of this booklet is to provide college students with disabilities an overview of Title I of the ADA.

100.
Crockett, Kathy; Thompson, Anne; & Wade, Kathy (n.d.).

Guide to job seeking & retention for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

job search skills / Mississippi / Career Development Project

This project product developed by the Career Development Project in Mississippi provides hints for job seeking and job retention for students with disabilities.

101.
Holland, Jane A.; Thompson, Anne R.; & Bethea, Leslie L. (n.d.).

Resource guide for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

directories / Mississippi / Career Development Project

This project product developed by the Career Development Project identifies agency resources in Mississippi for students with disabilities.

102.
Holland, Jane A.; Thompson, Anne R.; & Fishel, Kelly H. (n.d.).

Guide to interview skills for students with disabilities. Mississippi State, MS: Mississippi State University, Career Development Project. (Comp. No. 84.078C - OSERS File No. 306)

interview skills / Mississippi / Career Development Project / postsecondary education

This project product developed by the Career Development Project in Mississippi provides interviewing guidelines for students with disabilities.

103.
Mandlawitz, Myrna (1994).

Crosswalking the National Agenda and Goals 2000. Alexandria, VA: National Association of State Directors of Special Education, Inc.

Goals 2000 / National Agenda / policy analysis / special education / outcomes of education

This report is an attempt to show graphically the many intersections between Goals 2000 and The National Agenda for Achieving Better Results for Children and Youth with Disabilities. The document is intended to be used by individuals concerned about the education of students with disabilities to facilitate discussions about educational reform and restructuring in a special education context.

104.
Siegel, Shepherd; Greener, Karen; & Wiess, Melissa (1994).

Career Ladder Program: Multi-District Outreach. Final report, September, 1994. San Francisco, CA: The Career Ladder Program. (Comp. No. 84.158Q - OSERS File No. 287)

final reports / Career Ladder Program / California

This final report briefly describes the goals, objectives, and accomplishments of the Career Ladder Program. The goals and objectives of the program were:
1. To provide training in the CLP model to employers, families, school- and rehabilitation-based personnel;
2. To facilitate agreements that put locally-owned versions of the CLP model into operation;
3. To adapt the CLP model to the various local situations in the hosting communities;
4. To provide ongoing consultation as replications are put into place.
The three components of the Career Ladder Program are the community classroom, the employment skills workshop, and the ongoing availability of transition services. The project has made successful replications of the first two of its three components in over seventeen school districts in the almost three years of activities, and the initiation of such efforts in at least seven more. Implementation of the final component is underway.

105.
Copman, Sandra (1993).

Final program evaluation of STRIVE - a three-year transitional skills development demonstration program for Boston Public High School students with disabilities. Boston, MA: Boston Public Schools. (Comp. No. 84.158N - OSERS File No. 267)

final reports / STRIVE Program / Massachusetts / vocational training

The STRIVE Program was first proposed to OSERS for funding consideration based upon the local need to prepare high school students with disabilities for the work force and community living after they have left high school and the mandated services of P.L. 94.142 had ended. The program rationale was also based upon the national need to address a multiplicity of student-centered concerns. Even after four years since the demonstration program began, research continues to demonstrate the need for young adults with disabilities -- indeed, most if not all students in today's schools, particularly from the inner cities of the nation -- to receive education and training experiences before high school is over that are geared towards preparation for life after high school, for making responsible decisions, for acquiring skills for the changing industries, and for attaining quality of life.

This final report of the STRIVE program provides the following categories of information:
1. General overview of the program
2. Employment-related outcome and activity indicators

3. Overall results and conclusions
4. Summary.

106.
Academy for Educational Development, in collaboration with City Lights School. (1994).

The City Lights Transition to Integrated Postsecondary Environments Research Project: Final report. Washington, DC: Author. (Comp. No. 84.158P - OSERS File No. 281)

final reports / Washington, DC / City Lights School / minorities / secondary special education

This report describes a three-year study of the effects of transition services provided at City Lights School in the District of Columbia. The study was funded by an Office of Special Education and Rehabilitative Services (OSERS) Transition to Integrated Postsecondary Environments grant to the Academy for Educational Development (AED) and City Lights. Under the grant, Academy and City Lights research staff jointly developed a longitudinal research design and data collection system at the school. With Academy support, City Lights staff implemented the study, ultimately collecting in-program and post-program process and outcome data on 319 students between October 1991 and September 1994. The goals of the project were:
1. To enhance the City Lights program with a strengthened career education and job placement and training component.
2. To examine the City Lights program, studying a different cohort of fifty 16- to 21-year-old minority youth with disabilities each year of the three-year project in order to achieve a clear understanding of the transition to postsecondary environments made by these youth.
3. To disseminate research findings and conclusions as well as program products and information to similar community-based therapeutic day schools and vocational rehabilitation service organizations in cities across the country.

The project's first goal of strengthening City Lights's vocational program components was prompted by the special needs of its students: seriously emotionally disturbed, inner-city, African-American youth with multiple social, economic, and educational disadvantages. Such youth face special environmental obstacles to successful transition -- including lack of family support, crime-ridden neighborhoods, criminally involved peers, and poverty -- as well as internal or psychological impediments including low aptitude for learning, aggressive tendencies, and poor peer adjustment. The report describes City Lights's psychoeducational treatment approach and how the study measured its effect on student outcomes.

Because of the student participants' many transition-related problems and the school's emphasis on treating their problems, researchers were faced with several research design obstacles. To accomplish the second goal, procedures such as a "rolling" sampling method, in which students were added to the sample continuously as they entered school, and a one-sample, non-experimental, pre-/post-design were employed for analytic purposes....

Finally, in addressing the third goal, several research publications, presentations, and professional contacts were made by Academy and City Lights staff. Working with the

Academy and other external partners such as the Transition Research Institute and local foundations, City Lights has greatly enhanced its research and other organizational capacity through project-related activities. The school now stands poised to pursue even more ambitious research, evaluation, and other projects aimed at generalizing lessons learned to the broader community of organizations serving at-risk youth.

107.
Donovan, Mark R. (1994).

Final performance report: Replication of the Marriott Foundation's "Bridges" transition model. Washington, DC: Marriott Foundation for People with Disabilities. (Comp. No. 84.158Q - OSERS File No. 289)

final reports / Bridges Transition Model / Marriott Foundation

The primary goal of the Marriott Foundation for People with Disabilities has been to develop and implement a model program whereby youth with disabilities, in their final year of high school, are hired by local companies into positions commensurate with (1) the labor needs of the company and (2) the youths' interests and abilities. The model is named "Bridges...from School to Work," and has three important purposes: (1) to provide students with a meaningful job placement prior to leaving school, (2) to help local employers gain access to another valuable source of employees, and (3) to assist those employers in making reasonable accommodations for their workers with disabilities. This final report documents all project objectives and accomplishments.

108.
Inge, Katherine J.; & Wehman, Paul (1993).

Final report: Vocational Options Project for Students with Severe Disabilities. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center on Supported Employment. (Comp. No. 84.158N - OSERS File No. 269)

final reports / Vocational Options Project / Virginia / community-based training

The purpose of this project was to demonstrate the effectiveness of community-based vocational training and supported employment for adolescents with severe disabilities. In this project 23 youth ranging in ages from 16-22 participated in two to four community non-paid vocational training experiences. Of these, 10 were placed in various paid supported employment options. All students participating in the project met the federal definition of severely handicapped youth and were enrolled in public school programs. This final report describes project goals, objectives, and accomplishments.

109.
Arrowhead Community Colleges, Northeastern Minnesota (1994).

EASE Project: Equal access for students to education and experience. Virginia, MN: Mesabi Community College. (Comp. No. 84.078C - OSERS File No. 304)

EASE Project / Minnesota / transition planning / postsecondary education

This manual for the EASE Project is designed to help other colleges replicate the program. The EASE Project provided services to students with disabilities on six of the seven Arrowhead Community Colleges in Northeastern Minnesota. The ultimate goals of the program were to improve services to students with disabilities in transition from high school, support in college, and transition to employment.

110.
Gaylord-Ross, Robert; Park, Hyun-Sook; Johnston, Stacey; Lee, Mellanie; & Goetz, Lori (1995).

Individual social skills training and co-worker training for supported employees with dual sensory impairment: Two case examples. Behavior Modification, 19(1) (ERIC Document Reproduction Service No. 78-94)

social skills / supported employment / co-worker involvement

Two case studies examined the efficacy of two social enhancement procedures -- individual social skills training (SST) and co-worker intervention for two employees with dual sensory impairment who were working in competitive employment but who were socially isolated from contact with their nondisabled co-workers. A variety of measures, including direct behavioral observations and social validation ratings, examined social interaction and the formation of social networks in the workplace. Results showed that the number and duration of social interactions improved with each of the social enhancement programs. Social validation data and anecdotal reports indicated that the employees with disabilities became more socially competent, interactive, and included in the social network of the workplace. Interestingly, SST followed by co-worker training resulted in greater increases in social responding as compared to co-worker training followed by SST.

111.
Arrowhead Community Colleges (1994).

EASE Project: Equal access for students to education and experience [Final report]. Virginia, MN: Author. (Comp. No. 84.078C - OSERS File No. 304)

EASE Project / final reports / Minnesota / postsecondary education

The EASE Project provided services to students with disabilities on six of the seven Arrowhead Community Colleges in Northeastern Minnesota. The EASE Project's original proposal intended to serve 350 students over the 3-year grant period in the successful transition to college, persistence in college, and job placement or college transfer. Collectively, over the three-year EASE Project, 550-600 students with disabilities were served on the Arrowhead Community College Campuses. The goals of the EASE Project included: transition to postsecondary education; support for success in college; and transition to employment or 4-year college. This final report documents the accomplishments, barriers, and recommendations of the EASE Project.

112.
Grogger, Jeff (1994).

The early careers of non-college-bound men. Washington, DC: Employment Policies Institute.

wages / restaurants / career development

The conventional wisdom on the earnings prospects of non-college-bound youths portends a bleak future. These youths are thought to be trapped in "dead-end" jobs which do not impart useful skills and hence do not lead to earnings growth. The lack of skills acquisition in turn leads only to more dead-end jobs. In this paper, the author examines the reality behind such a perspective. He finds that, contrary to conventional wisdom, non-college bound youth actually experience both wage growth and significant job and industry mobility in their early work years. This study provides baseline data on the early careers of non-college-bound men. This report also focuses on restaurant employment, which is an important source of jobs for young workers.

113.
Ruhm, Christopher J. (1994).

The effects of high school work experience on future economic attainment. Washington, DC: Employment Policies Institute.

employment / follow-up studies

This study uses the National Longitudinal Survey of Youth (NLSY) to track earnings histories of high school students over a period of 12 years, starting in either their freshman or sophomore year of high school. It finds that, contrary to some previous research, there is no harmful effect from teenage employment. Seven to ten years after leaving high school (well after the normal end of a college education for those who continue on in school), those individuals with high-school work experience report average earnings that are higher than their peers who did not work while in school.

114.
Howe, Kenneth R.; & Miramontes, Ofelia B. (1992).

The ethics of special education. New York: Teachers College, Columbia University.

special education / ethics

The authors delineate the ethical issues most salient and pressing to special education, and provide a philosophically grounded framework for their discussion. Using the case method, the book presents 35 real-life situations that raise personal, institutional, and policy issues; 23 of the cases are accompanied by analyses, and the remaining 12 are provided for further exploration. This approach allows students to reason and collaborate about ethical issues rather than simply to master a set of principles and precepts.

115.
Louis Harris and Associates, Inc. (1994).

N.O.D./Harris Survey of Americans with disabilities. New York: Author.

quality of life / community integration / follow-up studies

Louis Harris and Associates has conducted numerous studies of, for, and about persons with disabilities. This study, commissioned by the National Organizational on Disability [N.O.D.] and conducted by Louis Harris, was designed to provide comprehensive and up-to-date measures of a number of key issues including: quality of life, employment, and social opportunities; job discrimination and other barriers; familiarity with the Americans with Disabilities Act; special needs; sense of common identity; access to health care and satisfaction with services; and participation in religious activities. This survey includes a supplement entitled, The New Competitive Advantage: Expanding the participation of people with disabilities in the American work force, a Business Week special advertising section in association with the National Organization on Disability.

116.
Mithaug, Dennis E. (1994, August).

Equity and excellence in school-to-work transitions of special populations. CENTERFOCUS,(No. 6), 1-4.

transition planning / best practices

This paper identified criteria for developing school-to-work transitions to insure that all students, including those with disabilities, will be included in these efforts and will experience success as a result of this inclusion.

117.
Stern, David; Finkelstein, Neal; Stone, James R., III; Latting, John; & Dornsife, Carolyn (1994).

Research on school-to-work transition programs in the United States. Berkeley: National Center for Research in Vocational Education, Graduate School of Education, University of California at Berkeley.

transition planning / program development / research synthesis

This study reports on research conducted on approaches that lead to effective articulation for the education-to-work transition, including tech-prep programs, cooperative education or other work-based programs, such as innovative apprenticeship or mentoring approaches. Encouraged by federal legislation, localities and states are designing new school-to-work systems. This report is intended to assist these design efforts by presenting the results of research on existing school-to-work programs in the United states.

118.
Ip, Sau Mei Vitti; Szymanski, Edna Mora; Johnston-Rodriguez, Sarah; & Karls, Sarah Fenlon (1994).

Effects of staff implementation of a choice program on challenging behaviors in persons with developmental disabilities. Rehabilitation Counseling Bulletin, 37(4), 347-357.

serious emotional disorders (SED) / vocational rehabilitation

The provision of opportunities for choice has been suggested as an important component in rehabilitation of persons with challenging behaviors. The current quasi-experimental study was constructed to examine the effects of staff implementation of a choice program on the reduction of challenging behaviors of 21 people with developmental disabilities who resided in supported community residences in Wisconsin. The choice program produced significant decreases in frequency [$f(1,18) = 6.96$, $p = .02$] and severity [$F(1,18) = 5.48$, $p = .03$] of challenging behaviors.

119.
Majumder, Ranjit K.; Walls, Richard T.; Fullmer, Steven L.; & Dowler, Denetta L. (1994).

Information flow in vocational rehabilitation. Rehabilitation Counseling Bulletin, 37(4), 332-346.

vocational rehabilitation / program evaluation

Chunks of information that could be involved in a typical rehabilitation case were tabulated in 10 subject-matter classes. The direction-of-flow categories for these chunks of

information were identified as client to counselor, counselor to client, counselor to supervisor, counselor to vendor, counselor to state office, counselor to case folder, counselor to Workers Compensation, counselor to rehabilitation center, supervisor to various parties, and vendor to counselor. The 2,181 chunks seemed to be dominated by medical-functional information at the intake stage, economic at the process stage, and service at the outcome stage. The client, counselor, and vendors were identified as the information hubs.

120.
Aune, Betty (Ed.) (1994).

Career development, employment, and technology for college students and graduates with disabilities: An annotated bibliography, 1994 Edition. Minneapolis: Career Connections and Careers On-Line, Disability Services, University of Minnesota. (Comp. No. 84.078C - OSERS File No. 291 & 352)

literature reviews / Career Connections / postsecondary education

This annotated bibliography is the third in a series prepared by Career Connections, a project funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) and housed in Disability Services at the University of Minnesota. Project ICAN, an OSERS-funded project at the University of Massachusetts-Amherst, collaborated on the first two bibliographies in the series and Careers On-Line, another University of Minnesota OSERS-funded project, assisted in preparation of this year's bibliography. The focus of this bibliography is on the career development and employment of college students and graduates with disabilities with an additional section on technology as it relates to employment.

121.
Altschul, Peter; & Michaels, Craig A. (n.d.).

Access to Employment: Building career opportunities for college and graduate students with disabilities. Unpublished manuscript, National Center for Disability Services, Albertson, NY. (Comp. No. 84.078C - OSERS File No. 338)

career development / Access to Employment / postsecondary education / employer involvement

The Career and Employment Institute of the National Center for Disability Services is currently managing a three-year Research and Demonstration project entitled "Access to Employment." Its mission is to improve the employment potential of, and career options for, college students with disabilities in managerial and professional positions within the private sector. This article: (a) highlights the factors leading to the National Center's seeking funding for this project, (b) describes project activities to date, (c) presents some of the barriers universities are experiencing in promoting employment opportunities for

students with disabilities, and (d) touches upon some of the strategies that schools are beginning to implement to attack these barriers.

122.
Heal, Laird W.; & Rusch, Frank R. (in press).

Predicting employment for students who leave special education high school programs. Exceptional Children,

special education / outcomes of education

A hierarchical regression analysis featuring 35 community, family, student, and school program characteristics, entered in a controlled order, was used to assess prediction of employment. Results showed that personal characteristics (especially being male and having living skills and/or academic skills) dominated the prediction of post-school employment. Family income, the authors' proxy for socioeconomic status, also contributed significantly to this prediction. School programs had minimal effect on post-school employment once student competence and family characteristics had been controlled (held constant) statistically.

123.
Tashie, Carol; Shapiro-Barnard, Susan; Dillon, Ann Donoghue; Schuh, Mary; Jorgensen, Cheryl; & Nisbet, Jan (1993).

Changes in latitudes, changes in attitudes: The role of the inclusion facilitator. Concord, NH: Institute on Disability/University Affiliated Program, University of New Hampshire.

inclusion / New Hampshire

This booklet profiles the achievements of inclusion facilitators working in inclusive schools throughout the state of New Hampshire.

124.
Tashie, Carol; Shapiro-Barnard, Susan; Schuh, Mary; Jorgensen, Cheryl; Dillon, Ann Donoghue; Dixon, Beth; & Nisbet, Jan (1993).

From special to regular, from ordinary to extraordinary. Concord, NH: Institute on Disability/University Affiliated Program, University of New Hampshire.

inclusion / program implementation / New Hampshire

In 1988, the Institute on Disability, in conjunction with the New Hampshire Department of Education, received a grant from the U.S. Department of Education designed to increase

the capacity of New Hampshire schools to include students with severe disabilities in regular education classes and neighborhood schools. For five years, the Statewide Systems Change Project provided training and technical assistance to educators, families, and communities to change inclusion from a well-intentioned philosophy to a well-affirmed practice. In that short time, New Hampshire schools and communities have recognized the benefits of inclusive education and have developed strategies to achieve inclusion in towns and cities throughout the state. This booklet looks at strategies for starting the process of inclusion, meeting challenges along the way, and planning for success.

125.
Institute on Community Integration, University of Minnesota (1994, Fall).

IMPACT: Feature Issue on Health Needs of Transition-Aged Youth. IMPACT, 7(2).

health care / policy analysis

Among the themes carried through the articles in this issue are the change in roles for youth as well as their parents or other adult caregivers as the young person matures; the developmental tasks of teenagers in relation to health; strategies for supporting appropriate, quality health care for teens and young adults, and the impacts of health care reform on young people with developmental disabilities and their families.

126.
Blake, Ellen M.; Prouty, Robert W.; Lakin, K. Charlie; & Mangan, Troy (1994).

Reinventing quality: A sourcebook of innovative programs for quality assurance and service improvement in community settings (Report 43). Minneapolis, MN: Research and Training Center on Residential Services and Community Living, Institute on Community Integration (UAP), College of Education, University of Minnesota.

residential facilities / program development

The Research and Training Center on Residential Services and Community Living, a component of the Institute on Community Integration at the University of Minnesota, publishes this bi-annual sourcebook of innovative quality assurance and enhancement initiatives for persons with developmental disabilities in community settings. The book contains profiles of over ninety such initiatives from across the United States, plus a section on suggested quality related reading materials.

127.
Maloney, Melinda H. (1994).

The special educator 1994 desk book. Horsham, PA: LRP Publications.

special education / legislation / legal issues

This sourcebook on legal issues related to special education deals with such topics as attorney's fees, discipline, free appropriate public education, funding, individualized education programs, liability for student injury, placement, parental responsibility, procedural safeguards, program administration, remedies, and recent legislation.

128.
DePaepe, Paris; Reichle, Joe; Doss, Scott; Shriner, Cheryl Light (1994).

A preliminary evaluation of written individualized habilitation objectives and their correspondence with direct implementation. Journal of the Association for Persons with Severe Handicaps, 19(2), 94-104.

individualized habilitation plan (IHP) / program evaluation

A process for examining the correspondence between written individualized habilitation plan (IHP) objectives and the actual implementation of instructional objectives by direct service staff is described and illustrated. Initially, the written IHP plans and objectives of 11 individuals with moderate to profound mental retardation who lived in three small community group homes were evaluated on a series of 16 quality indicators of best practice. Subsequently, the implementation of a randomly obtained subset of the IHP objectives was observed. The correspondence of specific aspects of the observed implemented objectives (i.e., age appropriateness, functionality, natural setting, prompting procedures, and positive consequence contingency) to the written IHP objectives was completed. Results indicated that the written IHP objectives varied with regard to the degree to which each addressed the 16 quality indicators.

129.
Fry, Ronald R. (ed.) (1991).

Fifth national forum on issues in vocational assessment: The issues papers. Papers presented at the Fifth National Forum on Issues in Vocational Assessment, March 7-9, 1991, Denver, CO. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services, University of Wisconsin-Stout.

vocational evaluation / policy analysis / research and practice

This compilation of papers represents the presentations made at the Fifth National Forum on Issues in Vocational Assessment held in Denver, CO, March 7-9, 1991. The presentations are divided into five sections: professional concerns, applications and practices, special populations, school settings, and research.

130.
Western Regional Resource Center (1987).

Secondary special education and transition: A resource manual. Eugene, OR: Western Regional Resource, College of Education, University of Oregon.

secondary special education / transition planning / interagency cooperation

This manual is intended to be used as a resource to assist community transition teams as they seek ways to improve secondary special education programs and transition services. Chapters in the manual deal with transition, curriculum, coordination, and documentation.

131.
Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 1: Providing effective services. Madison, WI: Center on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

program development / career development / postsecondary education

This edited volume contains 6 papers on providing effective services to persons with disabilities:
1. Towards a better understanding of the career development of individuals with disabilities (J. Ettinger)
2. Implications of recent legislation on career counseling students with disabilities (L. Conyers)
3. Application of self-efficacy theory to counseling college students with disabilities (L. Conyers)
4. Career development of college students with disabilities: Results from a national survey of 2-year colleges. (M. S. Endright)
5. Career development for minority persons with disabilities (S. Johnston-Rodriguez)
Appendices are also included.

132.
Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 2: Training for delivery of effective services. Madison, WI: Center on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

career development / postsecondary education / program development

This edited volume contains five modules on the training of service providers for individuals with disabilities. These modules deal with improving career development services, the impact of the ADA on career development programs, what counselors need to know about the ADA, reasonable accommodations, and improving career development services.

133.
Ettinger, Judith; & Wysong, Natalie (Eds.) (1995).

Career development for individuals with disabilities. Volume 3: Students with disabilities in postsecondary education: An annotated bibliography. Madison, WI: Canter on Education and Work. (Comp. No. 84.078C - OSERS File No. 298)

literature reviews / community colleges / career development

This bibliography represents a synthesis of recent research and conceptual papers on issues relating to the participation of students with disabilities in community and technical colleges.

134.
HEATH Resource Center (1994).

Educating students with disabilities on campus: Strategies of successful projects (Prepublication version). Washington, DC: HEATH Resource Center, American Council on Education.

postsecondary education / success / program development

The strategies described in this report are those which emerged as a result of the process used by the Advisory Panel of the three-year, federally-funded study, Postsecondary Education Program: Evaluation and Dissemination of Successful Practices, to identify main components of successful federally funded projects in the area of postsecondary education and disability. These strategies fall under the four categories of institutional and community involvement, academic support services, summer transition to college, and career development. Taken together, strategies in these four categories comprise a comprehensive model of services to postsecondary students with disabilities.

135.
McGrew, Kevin S.; Algozzine, Bob; Ysseldyke, James E.; Thurlow, Martha L.; & Spiegel, Amy N. (1995).

The identification of individuals with disabilities in national databases: Creating a failure to communicate. Journal of Special Education, 28(4), 472-487.

disabilities / data collection

The purpose of this study was to analyze similarities and differences in how students with disabilities are identified in national databases. National data collection programs in the U.S Department of Education, Commerce, Labor, Justice, and Health and Human Services, as well as databases from the National Science Foundation, the American Council of Education, and the College Board, were examined. Nineteen national data collection programs were selected as being potentially useful in the extraction of policy-relevant information on the educational status and performance of students with disabilities. Among these 19 programs there was significant variability in the disability categories used. These programs were targeted for two reasons: (a) their potential usefulness in providing indicators of domains in key models of educational outcomes for children and youth with disabilities, and (b) their prominence in current efforts to monitor progress toward the attainment of national education goals. Discussed are issues related to improving disability identification in large-scale data collection programs and the effects of these issues on reporting policy-relevant information.

136.
Yell, Mitchell L. (1995).

Least restrictive environment, inclusion, and students with disabilities: A legal analysis. Journal of Special Education, 28(4), 389-404.

least restrictive environment (LRE) / litigation

The Individuals with Disabilities Education Act (IDEA) and regulations implementing the law provide for a free, appropriate education in the least restrictive environment (LRE) for children with disabilities. However, neither the law nor the regulations delineate how school districts are to determine the least restrictive environment. This uncertainty has led to conflicts over interpretations of LRE; these conflicts have resulted in a number of court cases that have clarified the meaning of the mandate. The United States Courts of Appeals for the 3rd, 5th, 9th, and 11th circuits have issued rulings in cases concerning the LRE mandate. The results of this litigation show that IDEA does not compel the placement of students with disabilities in the regular education classroom, but, rather, fully supports the continuum of placements. The courts have held that students with disabilities should be educated in regular education settings, but only when such settings are appropriate to the students' educational and social needs. Additional criteria for determining the least restrictive environment for students with disabilities should include consideration of the needs of other students in the class in which the student is to be placed. Principles extrapolated from these cases offer guidance to special educators making decisions regarding LRE.

137.
Bullis, Michael; Bull, Bruce; Johnson, Brian; & Peters, Dawn (1995).

The school-to-community transition experiences of hearing young adults and young adults who are deaf. Journal of Special Education, 28(4), 405-423.

hearing impairments / transition planning

This study examined to school-to-community transition experiences of hearing young adults and young adults who are deaf. Independent variables included hearing status, gender, and, for the deaf group, residential and mainstream school placement. Dependent variables addressed employment, independent living, and social experiences. Overall, the hearing persons exhibited more success than the deaf persons from either mainstream or residential schools. Gender differences did not uniformly favor men, as women outperformed men on selected variables. Suggestions for improving transition programs for persons who are deaf are provided.

138.
Bambara, Linda M.; Ager, Christina; & Koger, Freya (1994).

The effects of choice and task preference on the work performance of adults with severe disabilities. Journal of Applied Behavior Analysis, 27(3), 555-556.

choice / severe disabilities / task analysis

The authors evaluated the effects of choice versus the assignment of tasks of varying preferences on the work engagement of adults with severe disabilities. The combined results of two experiments suggest that the relative preference for a task may be an important variable in the effectiveness of choice for some individuals.

139.
Meyer, Luanna H. (1992, February).

Future directions for social skills training research: A critique and a challenge. Paper presented at the Robert Gaylord-Ross Memorial Symposium on the Status of Social Skills Training in Special Education and Rehabilitation: Present and Future Trends, Vanderbilt University, Nashville, TN, October 11-12, 1991.

social skills / policy analysis

This paper discusses issues regarding social skills training from the perspective of theory, research, and practice.

140.
Erevelles, Nirmala; Black, James; & Meyer, Luanna H. (1991).

Attitudes toward inclusion of students with severe disabilities: A survey. Unpublished manuscript, Syracuse University, New York.

attitudes / inclusion

This paper reports the results of a survey designed to identify the perspectives, beliefs, and attitudes that school personnel and parents have towards "inclusion" in the state of New York.

141.
Rogers, Joy (Ed.) (1994).

Inclusion: Moving beyond our fears (Hot Topics Series). Bloomington, IN: Phi Delta Kappa, Center for Evaluation, Development, and Research.

inclusion / program development

The articles in this volume have been selected to suggest possible strategies for implementation of inclusion. The editor has selected examples from diverse parts of the country; from urban, suburban, and rural settings; and from classes for children of varying ages.

142.
Department of Public Policy, Council for Exceptional Children (1994).

Fiscal year 1995 federal outlook for exceptional children: Budget considerations and CEC recommendations. Reston, VA: Council for Exceptional Children.

Council for Exceptional Children / forecasting / program development

This report provides descriptions of federal programs that address the education of children with exceptionalities and the important needs that are met by funding each one. Included in each description is the budgetary impact on the program if Congress appropriates the funding level recommended by President Clinton for fiscal year 1995, as well as CEC's funding recommendation to Congress for each program.

143.
West Virginia Statewide Transition Systems Change Project (1994).

Transition Information Network System (TINS) (Software and user's manual). Charleston, WV: West Virginia Transition Project.

software / transition planning

TINS is a database management system that allows the user to collect, store, retrieve, and print information about transition resources and those who request transition information.

144.
Smith, Marcia Datlow; Belcher, Ronald G.; & Juhrs, Patricia D. (1995).

A guide to successful employment for individuals with autism. Baltimore: Paul H. Brookes Publishing Co.

autism / program development / job placement

This handbook demonstrates how individuals with autism can perform effectively in the workplace, stressing that many workers with autism have skills that employers seek. Case studies illustrate techniques for helping individuals with autism become productive employees, and detailed descriptions of specific jobs provide ideas for employment in manufacturing, printing and bulk mailing, food service, retail, and other areas.

145.
Harry, Beth; Grenot-Scheyer, Marquita; Smith-Lewis, Marsha; Park, Hyun-Sook; Xin, Fu; Schwartz, Ilene (1994).

Developing culturally inclusive services for individuals with severe disabilities. Unpublished manuscript, University of Maryland, College Park, Maryland.

inclusion / cultural diversity / policy analysis

This position paper argues that concerns about race and culture have been largely ignored with respect to students with severe disabilities. The authors caution, however, that variables such as acculturation, social class and education must be included in any consideration of cultural identity, in order to avoid stereotyping. Second, the authors use the term cultural inclusion to indicate the need to address cultural features directly when planning for inclusion of students with severe disabilities; they propose essentials of a culturally inclusive approach to assessment, placement, and programming for such students. Third, the authors call for a multicultural emphasis in personnel preparation programs, with

a focus on process rather than cultural content. The paper concludes with suggestions for a research agenda.

146.
Ward, Michael J.; & Kohler, Paula D. (in press).

Teaching self-determination: Content and process. In L. Power (Ed.), Making our way: Building self-competence among youth with disabilities. Baltimore: Paul H. Brookes Publishing Co.

self-determination / personnel preparation / program development

The purpose of this analysis was to identify specific practices and approaches related to teaching and applying self-determination. Questions that guided this inquiry included: (a) What activities were initially proposed by OSERS-funded model demonstration self-determination projects, (b) how could these activities be organized to facilitate further study, and (c) what specific strategies were projects using to implement the activities.

147.
Northeast Metro Technical College (1994).

Student Planning and Information Tracking System [Software, Manual, and Maintenance Manual). White Bear Lake, MN: Author. (Comp. No. 84.078C - OSERS File No. 295)

software / transition planning

Personnel who work with students with disabilities are required to document and justify their efforts to a wide variety of administrative and legal entities. They may be called on to appear as expert witnesses in court cases, produce detailed records of educational accommodations implemented, or prove their involvement in working with the student is essential for a number of other reasons -- sometimes after considerable time has passed. The "Student Planning and Information Tracking system" (SPIT) software was designed to meet this need for detailed recordkeeping.

148.
Metropolitan Community Colleges (n.d.).

Americans with Disabilities Act: Management Training Resources. Kansas City, MO: Author. (Comp. No. 84.078C - OSERS File No. 301)

Americans with Disabilities Act (ADA) / WorkAbility / Missouri

This handbook on the ADA provides an overview of the Act, and sections on employment, accommodations in the college setting, and resources.

149.
Blanck, Peter David (1994).

Employment integration, economic opportunity, and The Americans with Disabilities Act: Empirical study from 1990-1993. Iowa Law Review, 79(4), 853-923.

Americans with Disabilities Act (ADA) / policy analysis

The Americans with Disabilities Act of 1990 (ADA) reflects a dramatic shift in American public policy toward the employment of persons with disabilities. The ADA has played a significant role in enhancing labor force participation of persons with disabilities and in reducing dependence on government entitlement programs. Despite these advancements, those critical of the potential impact of the ADA on the labor market argue that there is little "definitive evidence" that ADA-mandated accommodation measures result in larger numbers of qualified persons with disabilities participating in the workplace. The article begins to address these concerns by presenting findings from an ongoing study begun in 1989 of employment integration, economic opportunity, and the ADA. The investigation follows the lives of 4,000 adults and children with mental retardation by collecting information on individual, economic, health, and legal measures. Systematic information on the lives of persons with disabilities is lacking. This study is part of an effort to substitute information for the many myths and misconceptions about persons with disabilities.

150.
Johnson, David R.; Wallace, Teri; & Krawetz, Nancy (1994).

Exemplary programs for persons with disabilities: In transition, supported employment, and parent-professional collaboration. Exemplary status recipients for 1992, 1993, and 1994. Minneapolis: Institute on Community Integration, University of Minnesota.

model programs / success / transition planning / supported employment / parent involvement

This resource guide profiles thirty-one exemplary interagency programs serving people with disabilities in the areas of transition, supported employment, and parent-professional collaboration. The programs were evaluated and selected as exemplary by the North Central Regional Information Exchange (NCRIE), a three-year federally-funded project designed to identify and promote the adoption of exemplary practices within the Region V states of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The purpose of this document is to inform service providers about exemplary programs and to offer an invitation to pursue further information about programs that are of interest.

151.
National Information Center for Children and Youth with Disabilities (NICHCY) (1994).

State Resource Sheets Washington, DC: Author.

disabilities / human services / directories

Each state and commonwealth of the United States is represented in this set of resource sheets from NICHCY. Information provided for each include contact names, addresses, and phone numbers for state departments of special education, mental health agencies, rehabilitation agencies, disability agencies, and other public and private social service organizations.

152.
Burke, Ruth Ann (1993).

Iowa Transition Model: A guide for transition planning. Des Moines, IA: Drake University, Iowa Transition Initiative.

Iowa Transition Initiative / transition planning / program development

This guide is intended as a "how to" tool for transition planning using the principles of the Iowa Transition Model. The model was developed by the Iowa Transition Initiative and acts as a "best practices" transition process to assist individuals in their movement from school to adult life. It was developed through consensus, using input from hundreds of people, both inside and outside the state, familiar with transition issues.

153.
Wehmeyer, Michael; & Kelchner, Kathy (n.d.).

A vision for the future: Promoting choice and self-determination for youth with severe disabilities. A training unit in support of the Iowa Transition Initiative transition process model. Des Moines, IA: Drake University, Iowa Transition Initiative.

Iowa Transition Initiative / self-advocacy / program development

The primary purpose of this training unit is to empower students with severe disabilities, their family members, and people who work with them to assume greater control in decisions that affect them and, through support, to express preferences, make choices, communicate interests and desires, become active participants in transition planning. The unit introduces students and their families to the important need for student self-determination and self-advocacy. The training is an introduction to the transition process that encourages students and their families to identify student interests, abilities, and expectations and to work together to create a vision for transition.

154.
Wehmeyer, Michael; & Bersani, Hank, Jr. (n.d.).

Self-determination: The journey to independence. A training unit in support of the Iowa Transition Initiative transition process model. Des Moines, IA: Drake University, Iowa Transition Initiative.

Iowa Transition Initiative / self-advocacy / program development

The primary purpose of this training unit is to empower students and their family members to assume control of and be active participants in transition planning. It introduces students and their families to the important need for student self-determination and self-advocacy. The training is an introduction to the transition process that encourages students and their families to identify student interests, abilities, and expectations and to work together to create a vision for transition.

155.
Inger, Morton (1995, January).

School-to-work programs in postsecondary education. CENTERFOCUS,(No. 7), 1-4.

postsecondary education / apprenticeships

This paper focuses on school-to-work programs in two-year colleges, namely co-op programs and traditional apprenticeship programs, and career counseling and job placement programs.

156.
Roberts, Violet Cain (n.d.).

Tutor resource manual: Tutoring students in the community college. Virginia, MN: Arrowhead Community College Region, E.A.S.E. Project. (Comp. No. 84.078C - OSERS File No. 304)

peer involvement / postsecondary education /program implementation

This manual is primarily written for the peer tutor in postsecondary institutions. The manual provides a general overview of policies, benefits, and responsibilities related to peer tutoring. It then proceeds into guidelines and procedures for accomplishing the task. The latter part of the manual deals with special needs, physical disabilities and/or learning differences, followed by suggestions and strategies for learning.

157.
Berkoff, Nancy; & Schaffer, Marilyn (1992).

Vocational manual for food service training of the disabled. Long Beach, CA: Long Beach City College.

food service

This manual covers training, evaluation, program design, facilities design, job seeking-skills, and resource materials for those interested in setting up or improving a food service program to include the disabled worker. Many of the modules have been designed, developed, and pilot-tested in conjunction with several programs currently in place that are training and employing individuals with disabilities. This manual is designed to assist trainers and/or current employers of the disabled in the food service industry.

158.
Roessler, Richard T. (1994).

Project Career. Final report: October 1, 1991-September 30, 1994. Fayetteville, AR: Arkansas Research and Training Center in Vocational Rehabilitation, Department of Rehabilitation Education and Research, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

final reports / Project Career / Arkansas / postsecondary education

This final report outlines the philosophy, activities, and accomplishments of Project Career, a three-year, federally funded model demonstration project. Project Career assisted the University of Arkansas in providing appropriate and accessible career counseling, work experience, and placement services for students with disabilities.

159.
Rumrill, Phillip D., Jr.; Roessler, Richard T.; Brown, Patricia L.; & Boen, Linda L. (1994).

Project Career program planning guide. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / program development / postsecondary education / Arkansas

This program planning guide presents materials designed to assist student services professionals in addressing the career development needs and concerns of students with disabilities. Services and activities include (a) career exploration and job seeking skills classes, (b) individual counseling, (c) self-advocacy training, (d) a credit-bearing work

experience program, (e) a community-based mentor program, (f) placement assistance, and (g) the accommodations planning team seminar.

160.
Roessler, Richard T.; & Brown, Patricia L. (1993).

Barriers to career development: A disability awareness module. Teacher's guide. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / barriers / career development / postsecondary education / Arkansas

This module is designed to supplement a course on the career decision-making process which is available to all students. It introduces (a) the concept of disability as a factor in the workplace, and (b) specific issues which a person with a disability may need to consider in selecting a career. The module also stresses that the abilities of all employees should be considered in career decisions. This unit focuses on the barriers that limit the vocational opportunities of people with disabilities.

161.
Boen, Linda L.; & Roessler, Richard T. (1994).

Work experience manual: Development and procedures. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / program implementation / Arkansas / postsecondary education

This manual is designed for the work experience course instructor. It outlines each step in the development of a work experience, presents activities for the student and supervisor, covers evaluation and grading procedures, and includes the work experience form letters and supervisory evaluations. By following the procedures outlined, the instructor can provide students with a meaningful career opportunity and gain insights into the students' career readiness. The purpose of this course is to help college students with disabilities make a successful transition into the world of work.

162.
Boen, Linda L.; Brown, Patricia; & Roessler, Richard T. (1994).

Mentor program: Policy and development manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / mentors / program development

The main goal of a mentor program, as outlined in this manual, is to match a student with a professional who is currently involved or has been employed in an area of interest to the student. The student and mentor will meet at least twice during the semester to discuss career-related issues. Mentors and students may choose to extend the mentorship after the semester ends. Meetings can be held on campus, at the mentor's worksite, or at a mutually convenient site.

163.
Reed, Cheryl A.; Rumrill, Phillip D., Jr.; Roessler, Richard T; Brown, Patricia L.; & Boen, Linda L. (1994).

The accommodations planning team seminar: An implementation manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / program implementation / job placement / Arkansas / postsecondary education

The manual provides step-by-step instructions for the implementations of the Accommodations Planning Team (APT) seminar, a half-day job placement program for graduating students with disabilities. Facilitated by student services professionals, the APT program utilizes the expertise of employers in students' fields and of rehabilitation practitioners to prepare students with disabilities for the job search process.

164.
Queller, Susan (1994).

Student Empowerment and Employment: A model career planning program for college students with disabilities. Final report. Little Rock: University of Arkansas at Little Rock, Disability Support Services. (Comp. No. 84.078C - OSERS File No. 293)

Arkansas / Student Empowerment and Employment / final reports

The primary focus of the Student Empowerment and Employment (SEE) program was to provide students with knowledge, directed career exploration and planning, job seeking skills training, and work experience to enhance students' ability to achieve professional employment in their chosen fields upon graduation. Another aspect of the program was faculty and staff training, which focused on how to work with students, career related issues, seeing students as the best experts on their disabilities, and the need for students to understand their rights and communicate their accommodation needs.

This final report is intended to be used in conjunction with the Student Empowerment and Employment Replication Manual (Entry No. 4217). Products developed and descriptions

of services are found in that manual. This report summarizes data collected during the three year project.

165.
Queller, Susan (1994).

Student Empowerment and Employment: A model career planning program for college students with disabilities. Replication manual. Little Rock: University of Arkansas at Little Rock, Disability Support Services. (Comp. No. 84.078C - OSERS File No. 293)

Arkansas / Student Empowerment and Employment / replication manual

The primary focus of the Student Empowerment and Employment (SEE) program was to provide students with knowledge, directed career exploration and planning, job seeking skills training, and work experience to enhance students' ability to achieve professional employment in their chosen fields upon graduation. Another aspect of the program was faculty and staff training, which focused on how to work with students, career related issues, seeing students as the best experts on their disabilities, and the need for students to understand their rights and communicate their accommodation needs. This manual includes some description of project activities as well as the products developed for selected aspects of the program. (See also Entry No. 4216).

166.
Gregory, Martha Wille (Martha A. Wille)(Ed.) (1993-1994).

Creating Employment Opportunities [training modules series]. Columbia, MO: Missouri LINC and Center for Innovations in Special Education. (Comp. No. 84.078C - OSERS File No. 331)

Missouri / CEO Project / postsecondary education

This series of training modules from the CEO Project cover the following areas:
A. Support services: Longview Community College
B. Support services: Southwest Missouri State University
C. Support services: University of Missouri-Columbia
D. Accessibility and accommodations
E. Self-advocacy
F. Disability awareness
G. How to provide accommodations for students with learning disabilities.
H. The job search

167.
Project COED (1994).

Project COED: Bridge to the future from classroom to internship to career. A how to handbook for client success. Dallas, TX: Association for Retarded Citizens of Dallas. (Comp. No. 84.078C - OSERS File No. 303)

Project COED / Texas / vocational training

This handbook is a tool for organizations with an interest in creating a bridge to the future for adults who are functionally mentally retarded through job training opportunities in food services, clerical/office or housekeeping/janitorial. The following topics are addressed: an overview of Project COED, marketing, selection, curriculum, assessment, transition, personnel, facilities, and evaluation.

168.
Enlow, Constance (1994).

Guidelines for care: Myelodysplasia (spina bifida) or related conditions. Louisville, KY: Spina Bifida Association of Kentucky. (Comp. No. 84.158K - OSERS File No. 368)

spina bifida / health care

These guidelines are designed to offer recommendations for health management through the first twenty one years for individuals with myelodysplasia or related conditions.

169.
Rumrill, Phillip D., Jr.; Roessler, Richard T.; & Brown, Patricia L. (1994).

Self-advocacy: A training manual. Fayetteville, AR: Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career / self-advocacy

This training manual uses role-playing to teach self-advocacy skills to students with disabilities.

170.
Project Career (1994).

Pathways to success at the University of Arkansas: College and careers for students with disabilities. Fayetteville, AR: Project Career, Campus Access, Career Services, and the Arkansas Research & Training Center in Vocational Rehabilitation, University of Arkansas. (Comp. No. 84.078C - OSERS File No. 297)

Project Career

This handbook of the University of Arkansas was designed for students with disabilities. Issues discussed are choosing a career; identifying one's interests, abilities, and needs; disability and career planning, choosing an accommodation, understanding essential job functions, and available university resources.

171.
Friend, Joanie (1995).

Final report: WorkAbility. Kansas City, MO: Metropolitan Community Colleges. (Comp. No. 84.078C - OSERS File No. 301)

final reports / WorkAbility / Missouri

This document is the final report for a three-year grant received from the U.S. Department of Education. The purpose of the project was to improve employability and career services for students with disabilities through career related work experiences, faculty and staff training on disability awareness and employer training on hiring persons with disabilities. The project was completed as designed.

172.
University of Arkansas at Little Rock, Disability Support Services/Student Empowerment & Employment (1994).

U.A.L.R. faculty handbook: Teaching students with learning differences & accommodation needs. Little Rock: Author. (Comp. No. 84.078C - OSERS File No. 293)

faculty handbook / Arkansas

This faculty handbook highlights the "process approach" to accommodating students and clarifies the roles played by students, disability support services, and faculty. Sections are included on people with specific disabilities and the types of issues and accommodations unique to their needs.

173.
Grayson, Tom; & Wermuth, Tom (1994).

The status of transition services in Illinois: Are we responding to what students with disabilities want and need for life after high school? Transition Coordinating Council 1993 annual report. Springfield, IL: Illinois Department of Corrections.

transition planning / Illinois

This annual report identifies multiple needs surrounding the issues of transition planning and services. Five priorities for action have emerged as the most critical issues that need support from state-level policy makers to improve the quality of transition services in Illinois: financial support, Transition Coordinating Council information sharing, Transition Planning Committee information exchange, technical assistance; and communication, coordination, and collaboration.

174.
Northeast Metro Technical College (1994).

Student Planning and Information Tracking System [Videocassette]. White Bear Lake, MN: Author. (Comp. No. 84.078C - OSERS File No. 295)

SPIT program / video production

Personnel who work with students with disabilities are required to document and justify their efforts to a wide variety of administrative and legal entities. The "Student Planning and Information Tracking system" (SPIT) software was designed to meet this need for detailed recordkeeping. This 75-minute video production demonstrates how to use the software. [See also Entry No. 4196]

175.
Brunberg, Earl K. (1995).

[Final Report: Technical College Consortium Project for Enhancing the Career Development of Students with Disabilities.]
White Bear Lake, MN: Northeast Metro Technical College. (Comp. No. 84.078C - OSERS File No. 295)

final reports / Minnesota / career development

This final report summarizes the purpose and accomplishments of the "Technical College Consortium Project." The purpose of the project was to enhance participating institutions' abilities to identify, assess, and monitor students with disabilities in order to effectively and efficiently provide occupationally specific instruction, job seeking and career

development instruction, and career placement opportunities and follow-up services. A major project accomplishment was the development of the Student Planning and Information Tracking (SPIT) software program (See Entry Nos. 4196 and 4228).

176.
Everson, Jane M. (Ed.) (1995).

Transition services for youths who are deaf-blind: A "best practices" guide for educators. [Sands Point, NY:] Helen Keller National Center, Technical Assistance Center.

deaf-blindness / best practices / transition planning

This short monograph focusing on persons with deaf-blindness contains 10 chapters covering the following areas: overview of transition services, IEPs, communication instruction, medical and health issues, orientation and mobility, employment opportunities, recreation and leisure, postsecondary education opportunities, social opportunities, and family involvement.

177.
Helen Keller National Center, Technical Assistance Center (1995).

An assessment instrument for families: Evaluating employment programs for individuals with deaf-blindness. [Sands Point, NY:] Author.

deaf-blindness / assessment techniques / employment

This instrument was created to assist parents in looking at different aspects of employment for their family member who has deaf-blindness. This tool offers seven areas of assessment: vocational assessment activities, job development/job match activities, job site characteristics, job description, health and safety issues, socialization on the job, and available support.

178.
Campbell, Edward M.; & Heal, Laird W. (in press).

The cost to state and federal governments of providing services for individuals with developmental disabilities and its prediction by client and provider characteristics. American Journal of Mental Retardation,

cost effectiveness / South Dakota / human services

Cost of services to all individuals with developmental disabilities in state institutions and private community agencies from the state of South Dakota reimbursement roster were

related to provider agency location, provider agency characteristics, source of funds, and client characteristic. Statistically significant relationships were found between cost and funding programs (a course proxy for facility type) total number of clients served by a provider agency, number of clients served in residential facilities, city population and county unemployment rate. The best single predictor of reimbursement rate was the Inventory for Client and Agency Planning (ICAP) broad independence, a measure of a client's adaptive behavior. Among community-based agencies, cost bore a U-shaped relationship to agency size, with intermediate-sized agencies being the least costly and large or small agencies being more costly after statistical adjustments for geo-economic, service agency, and salient variables. Funding source differences indicated that state-owned institutions were the most costly and community services funded solely to state funds were least costly.

179.
Heal, Laird W.; & Khoju, Madhov (1995).

The assessment of esteem, independence, and support as quality-of-life domains and their prediction by geo-economic, family, personal, and schooling characteristics. Unpublished manuscript, University of Illinois at Urbana-Champaign.

quality of life / follow-up studies

A subsample of 713 students was selected from a stratified, probability sample of 8,404 students with disabilities attending United States high schools in 1985. In-school and out-of-school information about these students was obtained in 1987 from their school records, school personnel, and parents. Conventional item analysis procedures were used to construct three quality-of-life composites -- esteem, independence, and support -- from 17 variables. These were related to 37 geo-economic, demographic, cognitive, disability, and school program variables using a canonical correlation. The sum of three redundancy coefficients from the canonical analysis indicated that the predictors accounted for 37.5% of the variance in the three quality-of-life composites taken in concert. Three canonical dimensions were labeled general competence, sensory disability, and valued support because of the pattern of quality-of-life variables and predictor variables with which they correlated. These analyses implied that quality of life for individuals with disabilities is difficult to disentangle from competence. The retrospective nature of the design precluded the investigation of former students' choices or their satisfactions with others' choices.

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